



**2012-2014 Continuous Improvement Work Plan**

**Mancel Talcott Elementary School**

Fulton Elementary Network

1840 W Ohio St Chicago, IL 60622

ISBE ID: 150162990252478

School ID: 610197

Oracle ID: 25581



**Mission Statement**

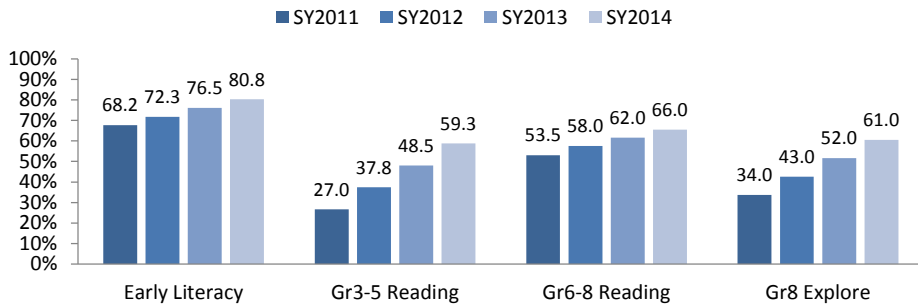
Our goal for the for the redesigned school day at Talcott Fine Arts and Museum Academy (PreK-8) is to have 100% of our students be "college and career raeady" when they graduate from the our school. Our vision is to create not only a longer day, but a fuller and more enriching one for all of our children regardless of their background. We plan to achieve this vision by emphasizing the The College Readiness (CCR) Anchor Standards for Speaking and Listening across all grades, subject areas, and even during recess activities. Students will also have the opportunity to extend their content Knowledge and college readiness skills through inquiry-based learning that will promote children's critical thinking skills and learning collaboratively to solve real-world problems tha are meaningful to them and their lives.

**Strategic Priorities**

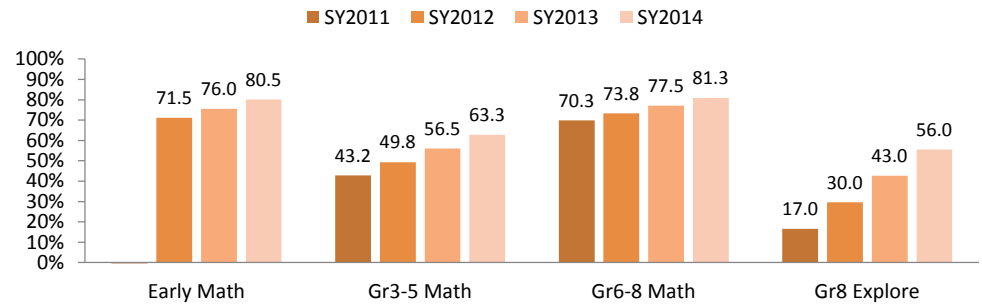
1. Provide reading and math intervention to cohorts of students currently in 5th and 6th grades over a three-year period.
2. Teachers implement curriculum based on Common Core Standards in ELA aligned with current literacy instruction supported by high-level texts.
3. Provide reading intervention to students flagged on ISEL in K through second grades and monitor their progress.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Mancel Talcott Elementary School

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Olimpia Bahena	Principal
Susan Kolian	Assistant Principal
Teresa Garcia	LSC Member
Tania Drummond	LSC Member
Dayna Darby	Classroom Teacher
Melany Arazy	Classroom Teacher
Christina Kobarkis	Classroom Teacher



## Elementary Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	68.2	72.3	76.5	80.8	<b>Early Math</b> % of students at Benchmark on mClass	NDA	71.5	76.0	80.5
<b>3rd - 5th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	27.0	37.8	48.5	59.3	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.2	49.8	56.5	63.3
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	49.6	55.0	60.0	65.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.0	58.8	62.5	66.3
<b>6th - 8th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	53.5	58.0	62.0	66.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	70.3	73.8	77.5	81.3
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	62.7	68.5	74.0	79.5	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	68.6	73.0	77.0	81.0
<b>8th Grade</b>									
<b>Explore - Reading</b> % of students at college readiness benchmark	34.0	43.0	52.0	61.0	<b>Explore - Math</b> % of students at college readiness benchmark	17.0	30.0	43.0	56.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.8	96.0	96.5	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	3.2	3.0	2.8	2.6

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	79.5	83.0	87.0	90.0		<b>ISAT - Reading</b> % of students exceeding state standards	20.8	22.8	24.8	26.8
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	87.2	88.0	89.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	25.6	27.6	29.6	31.6
<b>ISAT - Science</b> % of students meeting or exceeding state standards	82.7	85.0	87.5	90.0		<b>ISAT - Science</b> % of students exceeding state standards	14.5	16.5	18.5	20.5

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Measurable goals for all students' academic achievement and college and career readiness were established at the start of the school year in the following areas: Early literacy (72.5% of students at benchmark); Early Math (71.5%); Grade Level 3-5 Performance in Reading (37.75%) and Math (73.75%); Grade Level Performance in Reading (58%) and Math (73%); 8th Grade EXPLORE Reading (43%) and Math (30%).</p> <p>Talcott has established a clear Theory of Action that directly addresses the school priorities and was derived from the schools' analysis of data: If teachers work together to develop and implement curriculum in grades PreK-8 based on CCS and focus on</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal makes an intentional effort to create and support a vision that emphasizes the integration of the Fine Arts throughout the Curriculum and the use of museums to support Curriculum learning. The principal promotes intercultural learning and equity in learning which is evident in the Teacher_Leadership fully developed Dual Language and General Language Programming and Special Education Inclusion Model.</p> <p>The principal works closely with Network staff to establish goals for SEF!achievement and creates a system of communication and support with teachers and families about how to achieve these goals for students.ILT</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>All teachers at Talcott School participates and contributes to the success of the school through leadership in one or more areas (but not limited to): Instructional Leadership Team: Grade-level Meetings: Content Area Team Planning: Special Event Committee Membership: Instructional Coaches: Bilingual Lead Teacher: CWIP Team: Union Representative: Response to Intervention Team (Academic and Behavioral): Grant Writing.</p> <p>Nearly 50% of Talcott teachers are Nationally Board Certified, The majority of teachers have middle school and/or ESL endorsements.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>			
<p>Talcott's ILT consists of a wide representation of school staff: Principal, Assistant Principal, Counselor, One Specialty Teacher, First Grade Teacher, Fourth Grade Teacher, Fifth Grade Teacher, Seventh Grade Teacher, The Interventionist, One Special Education Teacher.</p> <p>The ILT has led several new school-wide initiatives related to the improvement of teaching and learning at Talcott this year including: 1) Development of curriculum using CCS in ELA across grades, 2) Implementation of the Fulton Network's Powerful Practices and a system for observing and reflection on these practices, and 3) Design of Unit Planning (Backward Designing).</p> <p>The ILT has led professional development sessions in whole staff PD meetings on the above initiatives and facilitates the communication of these initiatives with other professional learning groups such as the Content Area Teams and Grade Level Groups.</p> <p>The ILT meets at least 2-3 times per month and engages in reflection upon the school's goals and uses this information to develop action</p>			
<p><b>Monitoring and adjusting</b> -----&gt;</p> <ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>			

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Grade level and Content Area Teams worked together to develop quarterly maps of the Common Core Standards in ELA for all students in the Dual Language, English-only, and Inclusion Programs. Teachers continue to teach state standards.</p> <p>Inter-grade-level groups (k-8) have begun to develop common units of instruction aligned to the Common Core Standards and includes the use of both higher level informational and non-informational texts.</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Talcott is in the process of identifying texts and sets of instructional materials that are aligned with the standards and support students with varying levels of language proficiency in the dual language and general education programs. The school has an inclusion model and all students with disabilities are considered in this process of text selection.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Student performance data that is school-wide and classroom-based are consistently made available to teachers at all grade levels. These data are from scantron; ISEL, MClass; and ISAT. Also, teachers consistently use their own formative and summative assessments to better meet students' learning needs and to inform their teachers. In grade level teams, teachers examine student work samples to understand students' learning in relation to the teaching of the Common Core Standards.</p> <p>Testing and assessment accommodations and modifications are always put in place to ensure that ELL students and students with disabilities can appropriately demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Based on on-going classroom observations, each teacher in the school makes explicit the learning objective of their lessons. They all have clearly displayed in their rooms designated places to communicate to their students the "What and Why" of their lessons.</p> <p>All teachers in grades k-8 in both the Dual Language and General Language Program effectively implement standards-based curriculum in the core content areas effectively using: A Balanced Literacy Approach; Everyday Mathematics and Connected Mathematics; FOSS and SEPup Science; and Social Studies Curriculum that has been designed by the teachers and aligned across the grades.</p> <p>Talcott also begun this year a Special Education Inclusion Model for both general program and dual language students which ensures both ELL students and students with special needs have access to the core curriculum and instruction.</p> <p>Also, Talcott has a full Fine Arts Department that includes the</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Talcott has a systematic approach to administering screening and diagnostic tests to determine students in need of academic intervention. The school examines data from scantron and ISAT and uses this information to inform instruction and plan for interventions.</p> <p>Interventions in the primary grades include push-in support provided the school's interventionist; small group instruction; guided reading; and reading support to individual students.</p> <p>Interventions in the intermediate and upper grades include block scheduling in languages arts and social studies and science and mathematics.</p> <p>Interventions and students' progress are closely monitored by the ILT and teacher teams.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Whole staff professional development along with all other professional development activities at Talcott this year directly addressed the school's and district's priorities for school improvement with a focus on the network's powerful practices, curriculum development and implementation of CCS, and the school's growth goals.</p> <p>All professional development described above is on-going and meaningful to teachers.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>ILT membership is inclusive of general education, dual language, special education, and the specialty subjects. Also, there is representation from each grade level band of teachers (prek-2: 3-5: 6-8) that act as liasons between the ILT and the school's grade level and content-area teams.</p> <p>All teachers collaborate in weekly grade level meetings and Content Area Teams that meet consistently to address school's goals for improvement.</p> <p>All professional learning communities develop and use protocols for effective team collaboration and means for examining instruction and student learning. Instructional_coaching</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Talcott teachers are provided consistent feedback and support on their Instruction from the administration based on mini-observations, formal observations and evaluation processes, and individual discussions about diagnostic assessment results and how to use these data to inform their instruction.</p> <p>Grade level meetings promote peer coaching through the use of video tapping and developing protocols for having structured conversations about instruction.</p> <p>Teachers conducted peer classroom observations related to the implementation of the Network's powerful practices and provided each other constructive feedback.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Talcott teachers have begun to implement College and Career Readiness Standards in ELA and will continue to do so in other content areas next year.</p> <p>The school provides students and families support in the form of high school selective enrollment process in the form individual counseling and after school workshops.</p> <p>The school promotes college and career readiness during and after school through Talcott's Fine Arts Programming in drama, music and</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>This year Talcott has developed a strong Response to Behavioral Intervention Program that has helped to establish more productive relationships between staff and adults to support students' social and emotional development as it relates to their learning. Outcomes from this RTI Framework include: classroom-based interventions; anger management groups; a check-in/check-out system with students; parent involvement and support; student leadership teams; and development of school-wide guidelines for success.</p> <p>Students with disabilities at Talcott are integrated into the general population of students through participation in speciality subjects, lunch, and all school-wide activities.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>This year Talcott has developed a strong Response to Behavioral Intervention Program that has helped to establish more productive relationships between staff and adults to support students' social and emotional development as it relates to their learning.</p> <p>In addition, the school developed consistent and clear student discipline process that emphasizes a restorative approach and is connected to its RTI programming.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Talcott's principal consistently shares with parents and community information on the school's performance through LSC meetings, letters sent home, and workshops for parents on goals for school improvement.</p> <p>Teachers host open houses in the beginning of the year with the aim of outlining academic expectations for the students. They also hold and participate in regular meetings with parents about their students' progress when necessary.</p> <p>Parents and families are consistently invited to attend and help with multiple school events such as theater, music and art productions.</p>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Talcott sends home monthly calendars and weekly flyers indicating the school's activities. The school has also begun using the Robo Call System to communicate important school information to families. Next year, it plans to begin using electronic mail to communicate with families.</p> <p>The school consistently communicates academic and behavioral</p>	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>This year, Talcott's Student Leadership Team that was facilitated by the assistant principal and social worker focused on improving the school's climate and culture. One major activity they accomplished was to establish with all students' participation Talcott's first set of Guidelines for Success which include: Come to School with a Happy Heart: Be Respectful to Others: and Follow your Dreams.</p> <p>Advisory time was established in grades 7 and 8 to help students develop more effective relationships and their ability to problem-solve.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Again, this year Talcott developed a strong RTI Team and Program to include the administration, social worker, counselor and teachers. When necessary, the RTI team members provide intervention to parents that includes on-site parent conferences and support, home visits, and referrals to external social services agencies.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>Talcott teachers have begun to implement College and Career Readiness Standards in ELA and will continue to do so in other content areas next year.</p> <p>The school provides students and families support in the form of</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Talcott provides a very ambitious, standards-based academic program through out the grades that helps prepare students to be successful in high school and beyond.</p> <p>IThe offers 7th and 8th grade Algebra classes during and after school to prepare students for high school.</p> <p>The school plans to continue its support of students' leadership development and goal setting through the Talcott Leadership Teams.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Talcott has a very extensive and varied after school program with a high percentage of student participation (250-300) that emphasizes both enrichment and academic related activities. Programming includes;</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Teachers help prepare students in the 7th and 8th grades for their participation on the EXPLORE, The State Constitution Test, The ISAT, and The Algebra Exam. Preparation for these exams are embedded into teachers' curriculum and instruction and is offered in the form of after school courses and extra academic support.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>		
<b>Transitions</b> ----->				
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>Talcott's PreK for All program is based on a "kindergarten readiness" approach which is implemented in both the general education and dual language classrooms.</p> <p>Curriculum in all content areas is consistent and appropriately aligned across the grades.</p> <p>Teachers in grades 5-8 loop with their students year to year. These teachers work in teams to develop and implement curriculum and</p>	



### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>4</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Talcott utilizes its discretionary funds to directly support the school's goals and objectives for improving students' academic progress and support their holistic development during and after school. Activities include;</p> <p>The WITs Program: College Tutoring and Mentoring Program for students in grades 3-6.</p> <p>The Hubbard Street Dance Company</p> <p>The Erie House</p> <p>Girls in the Game After School Program</p>		
	<b>Building a Team</b> ----->				
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Over the past several years, Talcott has had a strong partnership with the UIC College of Education and it's teacher preparation program. The school has hosted several pre-service student teachers which has helped to build a pool of very effective potential candidates for hire.</p> <p>The school also hosts the Wells High School Teacher's Academy and their pre-service teachers that conduct classroom observations at Talcott.</p> <p>The school has developed a representative team of staff members for the hiring process which includes protocols for questioning.</p>			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Talcott 's daily school schedule allows for a 40 minute preparation time for all teachers that includes a 20 minute duty-free lunch. During this time, teachers are required to meet once a week to collaborate and plan their teaching together.</p> <p>Time during classroom instruction is allocated to support students with learning disabilities.</p>			

Date Stamp November 22, 2012



### Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

Our goal for the for the redesigned school day at Talcott Fine Arts and Museum Academy (PreK-8) is to have 100% of our students be "college and career raeady" when they graduate from the our school. Our vision is to create not only a longer day, but a fuller and more enriching one for all of our children regardless of their background. We plan to achieve this vision by emphasizing the The College Readiness (CCR) Anchor Standards for Speaking and Listening across all grades, subject areas, and even during recess activities. Students will also have the opportunity to extend their content Knowledge and college readiness skills through inquiry-based learning that will promote children's critical thinking skills and learning collaboratively to solve real-world problems tha are meaningful to them and their lives.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide reading and math intervention to cohorts of students currently in 5th and 6th grades over a three-year period.	Standardized data reveals that a high percentage of students in these grades are performing below grade-level.
2	Teachers implement curriculum based on Common Core Standards in ELA aligned with current literacy instruction supported by high-level texts.	This priority is to effectively address the district's initiatives for full implementation of Common Core Standards across the grades.
3	Provide reading intervention to students flagged on ISEL in K through second grades and monitor their progress.	Build a strong literacy foundation in the primary grades to support their development in the intermediate and upper grades.
4	Optional	
5	Optional	



### Strategic Priority 1

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide reading and math intervention to cohorts of students currently in 5th and 6th grades over a three-year period.	Standardized data reveals that a high percentage of students in these grades are performing below grade-level.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will meet to discuss student performance based on standardized testing and informal assessments.	Instruction	All	teachers and administration	On-going	On-going		
Select and provide appropriate reading and math materials that match students' reading levels.	Instructional Materials	All	teachers and administration	On-going	On-going		
Define homogenous groups of students for intervention and enrichment purposes.	Instruction	All	teachers and administration	On-going	On-going		
Teachers will collaborate to plan effective instruction to improve students' reading levels.	Professional Development	All	teachers and administration	On-going	On-going		
Teachers use data from NWEA and ISAT to inform their instruction and monitor students' performance and progress.	ILT/ Teacher Teams	All	teachers and administration	On-going	On-going		
Students will be provided after school academic support in the form of a Study Hall.	After School/ Extended Day	All	teachers and administration	On-going	On-going		
Extra-curricular programming will reinforce and support this priority by providing students' a variety enrichment activities.	After School/ Extended Day	All	teachers and administration	On-going	On-going		
Provide professional development opportunities to improve their ability to deliver effective intervention and instructional practices for low-performing students.	Professional Development	All	teachers and administration	On-going	On-going		
Develop partnerships with parents to support students' learning in the classrooms.	Parental Involvement	All	teachers and administration	On-going	On-going		



**Strategic Priority 1**


### Strategic Priority 2

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers implement curriculum based on Common Core Standards in ELA aligned with current literacy instruction supported by high-level texts.	This priority is to effectively address the district's initiatives for full implementation of Common Core Standards across the grades.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will participate in district's training in CCS unit planning and instruction.	Instruction	All	teachers and administration	On-going	On-going		
ILT will select appropriate reading materials that align with the standards for all grades.	Instructional Materials	All	teachers and administration	On-going	On-going		
Define homogenous groups of students for intervention and enrichment purposes.	Instruction	All	teachers and administration	On-going	On-going		
Teachers will collaborate during banked professional development time to plan units and performance tasks to improve students' literacy.	Professional Development	All	teachers and administration	On-going	On-going		
Teachers use data from unit performance tasks and quarterly assessments to inform their instruction and monitor students' performance and progress.	ILT/ Teacher Teams	All	teachers and administration	On-going	On-going		
Students will be provided after school academic support in the form of a Study Hall.	After School/ Extended Day	All	teachers and administration	On-going	On-going		
Extra-curricular programming will reinforce and support this priority by providing students' a variety enrichment activities.	After School/ Extended Day	All	teachers and administration	On-going	On-going		
Provide professional development opportunities to design units and implement effective instruction to implement Common Core Standards.	Professional Development	All	teachers and administration	On-going	On-going		
Develop partnerships with parents to support students' learning in the classrooms.	Parental Involvement	All	teachers and administration	On-going	On-going		



**Strategic Priority 2**


### Strategic Priority 3

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide reading intervention to students flagged on ISEL in K through second grades and monitor their progress.	Build a strong literacy foundation in the primary grades to support their development in the intermediate and upper grades.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will meet to discuss student performance based on ISEL and reading inventories.	Instruction	All	teachers and administration	On-going	On-going		
Select and provide appropriate reading materials that match students' reading levels.	Instructional Materials	All	teachers and administration	On-going	On-going		
Define homogenous groups of students for intervention and enrichment purposes.	Instruction	All	teachers and administration	On-going	On-going		
Teachers will collaborate to plan effective intervention practices in the form of guided reading and independent reading support to improve students' reading levels.	Professional Development	All	teachers and administration	On-going	On-going		
Teachers use data from NWEA and ISAT to inform their instruction and monitor students' performance and progress.	ILT/ Teacher Teams	All	teachers and administration	On-going	On-going		
Students will be provided after school academic support in the form of book clubs and buddy reading programs.	After School/ Extended Day	All	teachers and administration	On-going	On-going		
Extra-curricular programming will reinforce and support this priority by providing students' a variety enrichment activities.	After School/ Extended Day	All	teachers and administration	On-going	On-going		
Provide professional development opportunities to improve their ability to deliver effective intervention and instructional practices for low-performing students.	Professional Development	All	teachers and administration	On-going	On-going		
Develop partnerships with parents to support students' learning in the classrooms. Provide parents workshops that emphasize skills in how to promote literacy development at home.	Parental Involvement	All	teachers and administration	On-going	On-going		

**Strategic Priority 3**






### Strategic Priority 4

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

**Strategic Priority Description**

**Rationale**

(Yellow placeholder box for Strategic Priority Description)

(Yellow placeholder box for Rationale)

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



**Strategic Priority 5**

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps