



2012-2014 Continuous Improvement Work Plan

Socorro Sandoval Elementary School

Midway Elementary Network

5534 S Saint Louis Ave Chicago, IL 60629

ISBE ID: 150162990252914

School ID: 610226

Oracle ID: 26721



Mission Statement

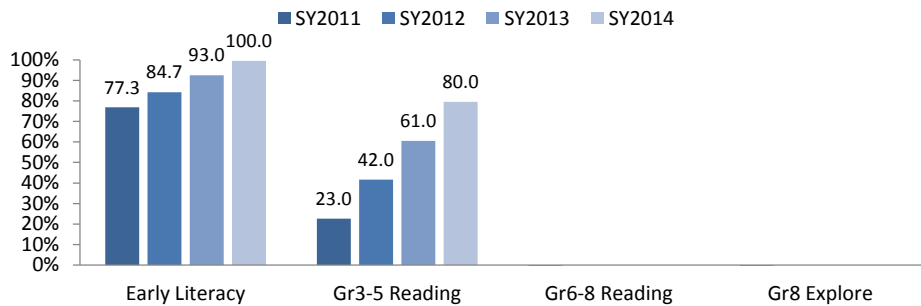
We believe that all children can be successful in reaching their potential. We are committed to inspire and prepare all students to achieve excellence and become confident life-long learners.

Strategic Priorities

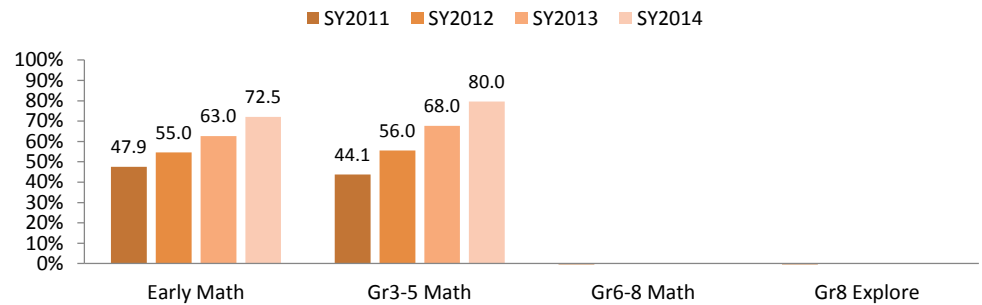
1. Implement a rigorous literacy program aligned to the Common Core State Standards to meet the needs of all students including ELL's and Students with Disabilities.
2. Implement a rigorous Math program aligned to the Common Core State Standards to meet the needs of all students including ELL's and Students with Disabilities.
3. Implement a comprehensive professional Development Program that focuses on the Common Core State Standards and the Teaching Framework (REACH)
4. Engage parents and community in understanding how rigorous academic expectations lead to college and career readiness.

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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Socorro Sandoval 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
Dr. Ana Espinoza	Principal
Caridad Garcia	Assistant Principal
Katherine Gallagher	Assistant Principal
Corinne Alt	Lead/ Resource Teacher
Jennifer McCarthy	Lead/ Resource Teacher
Marie Garza	Lead/ Resource Teacher
Carlos Santoyo	Lead/ Resource Teacher
Nilda Vega	Special Education Faculty
Silvia Elizondo	Parent/ Guardian
Angelique Gonzalez	ELL 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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	77.3	84.7	93.0	100.0		Early Math % of students at Benchmark on mClass	47.9	55.0	63.0	72.5
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.0	42.0	61.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.1	56.0	68.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.0	61.0	70.0	80.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.5	67.0	74.0	81.4
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	95.8					Misconducts Rate of Misconducts (any) per 100	3.7			

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
ISAT - Reading % of students meeting or exceeding state standards	52.6	60.5	69.6	80.0		ISAT - Reading % of students exceeding state standards	9.1	10.5	12.0	14.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.1	83.0	91.0	100.0		ISAT - Mathematics % of students exceeding state standards	15.9	17.5	19.3	21.2
ISAT - Science % of students meeting or exceeding state standards	52.0	57.0	62.7	69.0		ISAT - Science % of students exceeding state standards	4.5	5.0	5.5	6.0

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
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> 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. 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. 	<p>Evidence Found in :</p> <ul style="list-style-type: none"> √School improvement planning at the school is an open process whose timeline begins in early fall, is open to all staff members and engages various stakeholders (parents, teachers, para professionals and community members) with clearly articulated goals and priorities derived from the data and ensures students are ready for middle school and high school. √We identify students in need of interventions at all levels and provide extensive intervention supports that are implemented with fidelity by members of ILT and ancillary staff and monitored by ILT and administrative team. <p style="text-align: right;">Next steps</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. 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. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. 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. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Evidence found in :</p> <ul style="list-style-type: none"> √The school has a staff development calendar with identified areas for teacher growth (literacy). Staff meetings are conducted on a weekly basis with fidelity and teacher teams meet collaboratively during grade level meetings to plan and discuss instruction. √Instructional best practices are discussed during staff meeting via a book talk (Teach Like a Champion). √After school Literacy Sessions are conducted on a regular basis. √A calendar is sent home to families that identifies parent/admin, NCLB, BAC and LSC meeting dates. These meetings are held on a monthly basis with consistency and fidelity. Principal shares mission, vision, priority and goals during these meeting and delivers PD to parents via presenters, teachers and parent leaders <p>Next Steps...Communicate specific expectations fo parents to improve quality of student performance by way of frequent newsletters and clear articulation of priorities</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Evidence Found in :</p> <p>√Teacher Leaders form part of SIPA/CIWP through committees that meet regularly during CIWP planning to engage all staff members in reviewing identifying survey results, developing Goals and priorities and identifying milestones. √Teacher leaders form part of Instructional Leadership Team which is comprised of principal, assistant principals, 2 Lead Literacy Specialists, Data/Math and Science specialist, special education case manager and counselor. Bilingual lead teacher meets with classroom teachers on a weekly basis with consistency and fidelity. √Teacher leaders are also represented by way of Grade level Chairs and meet with their team weekly and with principal on a monthly basis. √Teacher Leaders design and implement all after school activities such as Literacy and Math night in addition to planning all school assemblies, competitions and contests (Young Authors, Marathon Kids, Girls on the Run)</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> • 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. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • 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. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • 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. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> √The Instructional Leadership Team is representative of all core academic programs at school and is comprised of Administrative team, Lead Literacy Team, Math /Science/ Technology specialist and Special Education Case manager and counselor. √The instructional leadership team examines data, identifies needs and works with teacher teams (grade levels) to inform instruction and to identify supports for students. √Every member of the Instructional leadership team is attached to a grade level and serves as the liaison for the grade level. The liaison facilitates grade level meetings and supports teacher teams with instructional decisions √Through weekly ILT meetings, principal coaches team in identifying areas of improvement to better support teachers and improve instruction √Principal encourages continuous growth by teachers by continuously providing information regarding advanced courses and or National Board Certification options 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> √Since the implementation of data sessions, ILT is more strategic in analyzing school data that informs action steps to increase achievement in reading and math. √Teacher teams analyze classroom level data when they review classroom assessments and quarterly scantron metrics. √Principal has built targeted supports for students by identifying tier 2 and 3 students who are then supported by the lead literacy teachers and ancillary staff by way of a pull-out program. √Principal has identified teachers in need of individual support and 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> 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. Each grade level or course team develops/uses common units of instruction aligned to the standards. 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. 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. 	<ul style="list-style-type: none"> √Curriculum Maps have been developed at every grade level. However, curriculum maps need to be updated to reflect Common Core standards (CCSS) √Balanced Literacy is a school wide initiative and the expectation is that all teachers engage in the use of a balanced literacy approached during the structured reading block. √A Guided Reading approach for literacy intervention has been identified by the school as a research based best practice. Teachers continually receive training, support and feedback on the implementation of this practice to address reading deficits among their students. √Differentiated Instruction supports ELL students and Students with Disabilities. With the implementation of Dtl the expectation of 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> 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. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> √We have a wide range of instructional materials that support Balanced Literacy and are aligned to the Illinois Learning Standards: School has shifted to a balanced literacy approach to instruction and has invested in a leveled book room where teachers are expected to design authentic lessons to support individual student needs. ILT has developed extensive after school training session for teachers focusing on identifying reading difficulties in students and providing appropriate supports and interventions at the classroom level. Future purchases will emphasize non-fiction/informational texts as 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. 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
Assessment ----->			2
<ul style="list-style-type: none"> • 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. • 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. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • 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. • 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). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>√We use a comprehensive set of assessments including: ISAT, Scantron, DIBELS, IDEL, TRC, Running Records.</p> <p>√Since the implementation of CIM portal, All teachers have full access to student data.</p> <p>√The use of Scantron and teacher created performance tasks, has ensured that Assessment methods are aligned to the standards.</p> <p>Next Steps: Tools need to be more aligned in order to drive instruction more effectively. Provide more training on how to use assessment tools. More emphasis needs to be placed on the use of common formative assessments and on the use of a variety of assessments to determine student progress or lack of it.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Lesson Plans are aligned to standards Teachers are using same formative assessments such as running records to monitor student progress. Teachers communicate learning objectives to the students on a daily basis. Curriculum maps have been developed</p> <p>Next Steps: Provide more consistent and explicit instruction and include higher level questioning techniques. Align Lesson plans and curriculum maps to CCSS</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Intervention -----></p> <ul style="list-style-type: none"> 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. 			<p>3</p>
<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. 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. 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 Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>School has a systematic approach to administering screening assessments to identify students in need of academic intervention. Teachers provide in class small group instruction according to individual action plans. Corrective Reading Program is a pull out program that targets at risk students in grades 3-5 and includes ancillary staff. After school SES Program provides targeted support to 3-5th grade students. After school intervention program provides targeted support to 1-2 grade students. Next Steps... Service more students at the primary grades . Monitor effectiveness of intervention programs on a regular basis</p>		

Professional Learning	<p>Whole staff professional development -----></p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 			<p>2</p>
	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The principal and ILT plan and deliver professional development that is aligned to school needs. The plan over the last 2 years has emphasized heavily on using a balanced literacy approach to instruction. Discussions and collaboration is almost always followed up through grade level meetings where teachers go deeper with topics and the impact on student achievement. As a school we tend to focus heavily in the area of literacy and often overlook math, writing and science. The effectiveness of the professional development are seen in the in the daily 5 min visits and by way of formal classroom observations. We need to improve in the area of tailoring professional development and coaching tailored for each</p>		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> 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. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. 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. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate in grade level team on a weekly basis to discuss instruction and continue with their planning. When data is available (Scantron DIBELS IDEL) teachers come together and discuss results and ways to group students for instruction. Weekly instruction is planned during grade level meetings, but often the work is "divided up" and those teachers in need of becoming proficient in lesson planning miss out on these opportunities. Teams generally include the special education representative and always include the bilingual teachers. Working on the Full School day plan has made us focus on tighter schedules for all departments that are aligned with the master schedule. Every grade level team has an ILT facilitator who collaborates with the team and provides feedback when necessary and also reports back to the entire ILT on grade level progress and instructional concerns.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>By working on the Full school day plan, we have been able draft schedules that will provide for student interventions and teacher coaching opportunities. The schedules drafted impact how prep schedules are provided to students and ensuring that ILT members have, minimally, 2 coaching periods per day in which they can provide tailored job embedded professional development to identified teachers. Teachers receive feedback from administrators during 5 minute daily visits and through the formal observation framework. However, based on teacher survey results, they would like coaching that is tailored to their individual needs. Teachers developed professional learning goals at the beginning of the year, we need to focus more on bringing teachers back to their goals to gauge progress and reflect on their growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>High expectations are evident in our vision and mission. Next steps include: career day, teacher for a day (community member), shadow days (college/universities), speakers, jr. achievement.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>PBIS expectations foster respectful interactions for all students including ELL and SWD. Second Step curriculum is used to support Social and Emotionl Standards.</p> <p>Next steps include improving PBIS with a BOY pep rally, and increasing visual representations of expectations. An additional counselor/point person for Check in/Check out would support student in need of an adult advocate.</p>	
Behavior& Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> 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. Staff establishes and maintains a safe, welcoming school environment. 	<p>A consistent and common school wide approach is evident through: classroom implementation of PBIS expectations, grade level classroom management practices, disciplinarian's use of the student code of conduct with fidelity and accuracy, use of the student handbook to support schoolwide and classroom expectations outlined in the PBIS matrix. Office discipline referrals are used consistently by teachers for which they identify infraction, severity or group number and actions or steps taken to address msibehavior.</p> <p>Safety is never compromised, therefore schoo administration along</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> 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. 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. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Evidence</p> <p>The Principal provides clear information for families on school performance through LSC meetings, Open House, Calendars, and the School Website. Teachers provide some information for families on what students expected to achieve in a given grade level through explanations of yearly expectations at Open House and teacher conferences.</p> <p>3rd grade failure notices are provided to parents by the end of the 2nd quarter in order to support district promotion policy. Parents conference with teacher on next steps so that child can possibly avoid retention.</p> <p>Next steps Every grade level sends home necessary steps for entering and</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<p>Evidence</p> <p>On going two-way communication occurs through Parent meetings (LSC, BAC, NCLB), parent/Admin meeting, monthly calendar, the school website, and teacher conferences.</p> <p>Next steps More consistent mechanisms for ongoing communication among all</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. 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. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. 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. 	<p>A welcoming environment is evident and opportunities for participation during assemblies, literacy and math/Science night, Open House, parent volunteers, and after school programs is available for parents, community members, and students</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
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>√By fostering a culture of shared leadership and decision making, support staff understands that services to families must also be differentiated so that a family's needs are met on a one by one basis</p> <p>Next steps : More effort is needed to clearly communicate</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>Information about college and career is somewhat evident through visuals such as cafeteria mural and college banners. Students are exposed to careers through social studies and science units.</p> <p>Next steps Planning a career fair for 2012-2013</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> 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. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The vision and mission promote college and career readiness. Programs including DARE & Frida Khalo provide opportunities for students to aspire and set goals for a successful future. Participation in the Young Authors contest support students' literacy skills and promotes creativeness.</p> <p>Next steps Enrichment programs for high performing students and college representatives at parent meetings.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>A wide of activities such as CARES, FIT, Science buddies, GOTR, and soccer provide students with opportunities to build leadership, nurture talents and interests, and increase engagement with school.</p> <p>Next Steps</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Since we became a K-5 school (2009), we have not invested resources in conducting or exposing students and families to college and career opportunities. There are high school students that engage in service learning hours at school, but we have not strategically used those students as mentors to our students</p>	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	<p>The school does not currently have a plan in addressing college and career readiness for all students. During LSC and BAC meetings, parents are provided with informational sessions on how to support students during testing windows, but the information is only shared by way of these meetings. The school hosts an annual literacy night and a math and science night in which authors and scientists talk to students about their profession. However, this process has not been as intentional in discussing career opportunities with students.</p>	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (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. 	<p>The school currently has 2 Head Start programs that were implemented as a result of continuous request by parents and principals. It currently services 68 students and there is a waiting list of approximately 120 students. We have identified students for the "Step up To Kindergarten" summer program in order to provide students on our Head Start waiting list with summer intervention. The school collaborates with the middle school to provide 5th grade students and middle school teachers with the necessary information to transition. SWD's are included. The counselors from</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>School has a reduced class size teacher that supports classrooms whose membership is above 29 or 31. We have pockets of large class sizes in each of the 2 grade level bands. In the past we have been recipients of CARE volunteers who have painted classrooms, we have been awarded the 21st century PE grant (3 year span) and we actively encourage teachers to apply for resources through Donors Choose. The majority of funds are allocated to providing students with interventions and supports to increase student achievement. We invested in a leveled book room for all classrooms and have stocked up each classroom library with more</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. 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. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Teacher turnaround at our school is almost 0%. When needed, The principal strategically hires new staff members based on student needs and demographic. We look for teachers that have dual certifications (i.e, type 3 and type 4) and who have Bilingual and ESL endorsements because we are 96% Hispanic. The hiring process consists of a screening interview by the 2 AP's and then a recommendation is made to the principal as to which candidates are invited back for a 2nd interview. In the past we have had teacher candidates provide us with a demonstration lesson (they go into a classroom and teach for about 10 minutes) in the presence of the admin team. We need to be more consistent with this practice since it has yielded quality candidates. We also need to consider having a team of teachers interview candidates as well, which is a practice we have moved away from</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>In an effort to address community concerns regarding student safety, the start and end schedules are staggered so that the middle school (Hernandez) and high school (Solorio) enter and dismiss after we do (our start time is 8:15, Hernandez 8:30 etc) Teacher teams have common planning periods and schedules. Ancillary staff members are part of a reading and math intervention team put in place to address T3 students. prep and lunch schedules are strategically assigned based on student age group and the impact on other school activities (ie recess and intervention considerations)</p>	

Date Stamp November 22, 2012



School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
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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
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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

We believe that all children can be successful in reaching their potential. We are committed to inspire and prepare all students to achieve excellence and become confident life-long learners.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement a rigorous literacy program aligned to the Common Core State Standards to meet the needs of all students including ELL's and Students with Disabilities.	Based on last years ISAT scores, our greatest challenge is literacy across all grades. Literacy achievement trends in 3-5 is lower than in K-2. our goal is to increase achievement by 15% in grades 3-5 and by 10% in K-2.
2	Implement a rigorous Math program aligned to the Common Core State Standards to meet the needs of all students including ELL's and Students with Disabilities.	Our math achievement scores are not consistent across grade levels and student extended response average is a 2. Math Achievement trends in grades k-2 is lower than in 3-5. Our priority is to increase math achievement by 15% in the primary grades and by 10% in intermediate grades (3-5).
3	Implement a comprehensive professional Development Program that focuses on the Common Core State Standards and the Teaching Framework (REACH)	With the introduction of Common Core Standards and a new evaluation tool, teachers will need whole staff professional development as well as a growth plan that meets their individual needs and that is job embedded.
4	Engage parents and community in understanding how rigorous academic expectations lead to college and career readiness.	After reviewing teacher, parent and student survey data, there needs to be a very explicit understanding of instructional rigor and high expectations
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
Implement a rigorous literacy program aligned to the Common Core State Standards to meet the needs of all students including ELL's and Students with Disabilities.	Based on last years ISAT scores, our greatest challenge is literacy across all grades. Literacy achievement trends in 3-5 is lower than in K-2. our goal is to increase achievement by 15% in grades 3-5 and by 10% in K-2.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
On a quarterly basis, provide teachers with time to develop Common Core Standards based interdisciplinary units, lesson plans and performance tasks.	ILT/ Teacher Teams	All	principal and ILT+ Teacher teams	Quarter 1			
Use the Common Core Standards in the planning and delivery of instruction	ILT/ Teacher Teams	All	principal and ILT+ Teacher teams	Quarter 1			
Expose students to complex non-fiction and informational text across content areas	ILT/ Teacher Teams	All	principal and ILT+ Teacher teams	Quarter 1			
Implement a high quality writing program that includes daily opportunities for students to write opinion, informative/explanatory, and or narrative pieces.	Instruction	All	principal and ILT+ Teacher teams	On-going			
Purchase instructional materials, supplies and or equipment to support the implementation of a balanced literacy program	Instructional Materials	All	principal and ILT+ Teacher teams	On-going			
Implement leveled literacy interventions (LL1) for Students with disabilities.	Instruction	Students With Disabilities	principal and special education Teacher teams	Quarter 2			
Monitor the implementation of a rigorous literacy program through weekly review of lesson plans and classroom visits	Instruction	All	principal and ILT+ Teacher teams	On-going			
Schedule intervention blocks during the prep schedule that support T2 and T3 students	Staffing	All	ILT and teacher teams	Summer 2012			
Provide after school instructional intervention programs to support struggling students.	After School/ Extended Day	Other student group	principal and ILT teacher members	Quarter 1			



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
Implement a rigorous Math program aligned to the Common Core State Standards to meet the needs of all students including ELL's and Students with Disabilities.	Our math achievement scores are not consistent across grade levels and student extended response average is a 2. Math Achievement trends in grades k-2 is lower than in 3-5. Our priority is to increase math achievement by 15% in the primary grades and by 10% in intermediate grades (3-5).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
On a quarterly basis, provide teachers with time to develop CCSS based interdisciplinary units, lesson plans, and performance tasks.	ILT/ Teacher Teams	All	principal and ILT	On-going			
Use the CCSS in the planning and delivery of instruction	ILT/ Teacher Teams	All	teacher teams	On-going			
Expose students to more conceptual understanding of key mathematical ideas through an emphasis on modeling with manipulatives and using tools strategically.	Instruction	All	teacher teams	Quarter 1			
Continue building speed and accuracy with mathematics	Instruction	All	Teacher teams	On-going			
Implement a high quality rigorous math program that includes daily opportunities for students to problem solve with an emphasis on operations and algebraic thinking, place value, measurement and data, and geometry.	Instruction	All	teacher teams	Quarter 1			
Purchase instructional materials, supplies, and/or equipment to support the implementation of a high quality rigorous math program.	Instructional Materials	All	principal and ILT	Quarter 3			
Monitor the effectiveness of a rigorous math program through weekly reviews of lesson plans and classroom visits.	Other	Not Applicable	Amin. Team	On-going			
Provide after school instructional intervention programs to support struggling students.	After School/ Extended Day	Other student group	principal and ILT	Quarter 1			



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
Implement a comprehensive professional Development Program that focuses on the Common Core State Standards and the Teaching Framework (REACH)	With the introduction of Common Core Standards and a new evaluation tool, teachers will need whole staff professional development as well as a growth plan that meets their individual needs and that is job embedded.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Deliver Professional Development on best practices in Balanced Literacy aligned to the CCSS	ILT/ Teacher Teams	All	Principal and LLT	On-going			
Deliver Professional Development on new NWEA/DIBELS Next assessments and how to specifically use this data to inform instruction	ILT/ Teacher Teams	All	Principal and ILT	Quarter 1			
Deliver Professional development on Standard of Mathematical Practice of CCSS	ILT/ Teacher Teams	All	Principal and math Coordinator	On-going			
Implement a Professional development pilot in math practices aligned to CCSS	Instruction	Not Applicable	Principal and math Coordinator	Quarter 1			
Deliver professional development to effectively integrate Common Core Standards and develop interdisciplinary units of study	After School/ Extended Day	All	Admin. Team	On-going			
Deliver Professional Development on REACH and the shifts in practice necessary to effectively transition to the Common Core State Standards and improve classroom practice	ILT/ Teacher Teams	Not Applicable	Admin Team	Summer 2012			
Align Social Science Curriculum to Common Core State Standards	Instruction	Not Applicable	Teacher teams	Quarter 3			
Develop a professional development calendar for the school year 2012-2013	ILT/ Teacher Teams	Not Applicable	Principal and ILT	Summer 2012			



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
Engage parents and community in understanding how rigorous academic expectations lead to college and career readiness.	After reviewing teacher, parent and student survey data, there needs to be a very explicit understanding of instructional rigor and high expectations

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Introduce/inform parents to Common Core State Standards through session given by administrative team, ILT and teachers	LSC/ PAC/ PTA	All	Admin team, ILT and Teachers	Quarter 1			
Develop a calendar for teacher presentations focusing on instruction during parent meetings.	Instruction	All	ILT	Summer 2012			
Design workshops for parents to support learning at home around rigor in literacy and math. (train parents on how to apply Real life situations that support reading and math at home i.e. grocery shopping as a way of supporting estimation skills, reading restaurant menus etc...)	LSC/ PAC/ PTA	All	ILT	Summer 2012			
Plan and deliver a college Career day for parents and students	Parental Involvement	All	ILT and teacher teams	Quarter 2			
Quarterly newsletter to be sent home by teachers outlining curriculum and expectations	ILT/ Teacher Teams	All	teacher team	On-going			
Increase parent participation in each classroom by having "room parents"	Parental Involvement	All	teacher teams	Quarter 1			
Communicate criteria to all parents for student participation in enrichment programs beginning with recruitment, middle of year evaluation, and end of year	Instruction	All	ILT	On-going			
Promote reading partnerships with parents by providing extended school library hours	Parental Involvement		LLT	On-going			



Strategic Priority 4



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