



Mission Statement

Our mission is to provide a high quality academic program within a challenging and engaging climate of high expectations to ensure that our students are college and career ready in order to be productive members of our global society. We are committed to using a holistic approach to provide a safe, nurturing, inclusive, student centered environment in which all our children will flourish, and will use all available resources to ensure success.

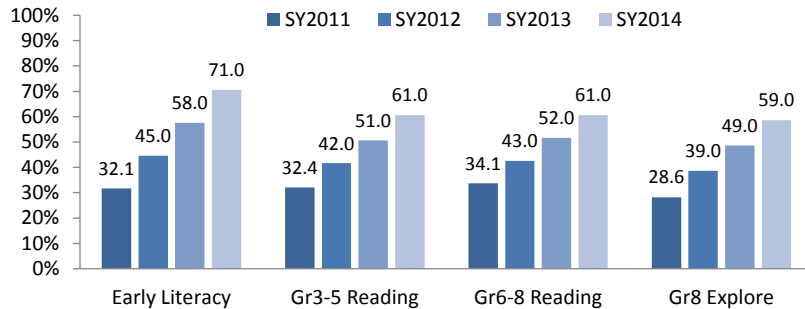
Strategic Priorities

- 1. Reading- Using the CPS Literacy framework, teachers deliver Common Core aligned literacy instruction supported by high quality texts.
2. Math- Teachers deliver Common Core aligned math instruction, with an emphasis on the standards of Math Practices, which rest on important mathematical processes and proficiencies.
3. Intervention- Provide academic and behavioral supports for identified struggling students. Specifically target 8th grade male students who have the potential to graduate if they receive the additional help in an individual or small group setting; and 5th grade students who are performing below level and are not making expected gains in

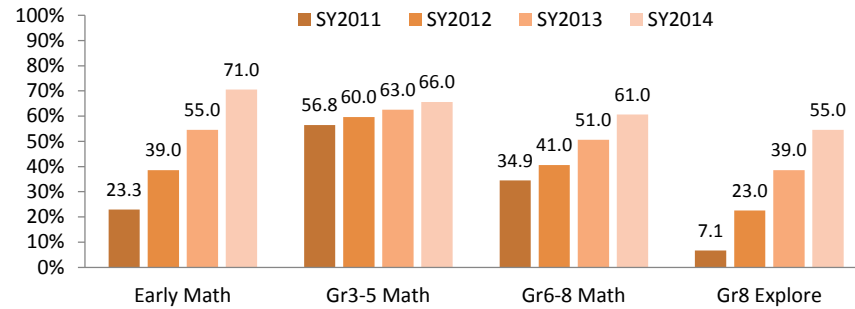
#REF! #REF!

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: | Ana Roque de Duprey 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 |
| Anita Warner | Lead/ Resource Teacher |
| Madeline Diaz | Special Education Faculty |
| Wanda Nunez | ELL Teacher |
| Elizabeth Thorngren | LSC Member |
| Sylvia Carire | Parent/ Guardian |
| Maria Rivero | Classroom Teacher |
| Sendi Cantero | Classroom Teacher |
| Gloria Roman | Principal |
| Alexander Roi | Counselor/Case Manager |
| Catherine Garrity | 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 | |
|--|--------------|-------------|-------------|-------------|---|-------------|-------------|-------------|------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | 32.1 | 45.0 | 58.0 | 71.0 | Early Math % of students at Benchmark on mClass | 23.3 | 39.0 | 55.0 | 71.0 |
| 3rd - 5th Grade | | | | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 32.4 | 42.0 | 51.0 | 61.0 | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 75.8 | 78.0 | 80.0 | 83.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 75.8 | 78.0 | 80.0 | 83.0 | 6th - 8th Grade | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 34.1 | 43.0 | 52.0 | 61.0 | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 34.9 | 41.0 | 51.0 | 61.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 52.5 | 57.0 | 61.0 | 65.0 | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 53.8 | 58.0 | 61.0 | 65.0 |
| 8th Grade | | | | | Explore - Math % of students at college readiness benchmark | | | | |
| Explore - Reading % of students at college readiness benchmark | 28.6 | 39.0 | 49.0 | 59.0 | Explore - Math % of students at college readiness benchmark | 7.1 | 23.0 | 39.0 | 55.0 |



Elementary Goal Setting

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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 | 95.4 | 96.0 | 97.0 | 98.0 | | | | | |
| Misconducts Rate of Misconducts (any) per 100 | 77.5 | 62.5 | 47.5 | 32.5 | | | | | |

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 | 65.4 | 70.0 | 75.0 | 80.0 | | ISAT - Reading % of students exceeding state standards | 6.2 | 10.0 | 15.0 | 20.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 82.7 | 85.0 | 90.0 | 95.0 | | ISAT - Mathematics % of students exceeding state standards | 11.1 | 15.0 | 20.0 | 25.0 |
| ISAT - Science % of students meeting or exceeding state standards | 71.4 | 75.0 | 80.0 | 85.0 | | ISAT - Science % of students exceeding state standards | 0.0 | 5.0 | 10.0 | 15.0 |

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. | We have a clear Mission Statement and a Strategic Plan is in place, with an emphasis on Independent Reading Individualized Learning Plans. Our ILT Meetings focus on analyzing data and developing action plans to address identified needs. While we have Grade Band Meetings to follow up on ILT work, we need more time for these meetings. | | | |
| | | 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. | Our PD day topics have been focused on issues that would lead to growth in areas of improvement such as implementation of Common Core. Our principal completes observations on a weekly basis with feedback to monitor quality and facilitate improvement. The principal also communicates to parents and community through the LSC, NCLB, website and letters home. The principal reports directly to the LSC on a monthly basis. | | |

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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 | <ol style="list-style-type: none"> 1. We have a clear Mission Statement and a Strategic Plan is in place, with an emphasis on Independent Reading Individualized Learning Plans. Our ILT Meetings focus on analyzing data and developing action plans to address identified needs. While we have Grade Band Meetings to follow up on ILT work, we need more time for these meetings. 3 2. Our PD day topics have been focused on issues that would lead to growth in areas of improvement such as implementation of Common Core. Our principal completes observations on a weekly basis with feedback to monitor quality and facilitate improvement. The principal also communicates to parents and community through the LSC, NCLB, website and letters home. The principal reports directly to the LSC on a monthly basis. 3 | |

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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 | <p>Because we are such a small school everyone has to be invested in order to be successful. All of our teachers make up the ILT and attend meetings regularly. Each teacher participates in at least one extra –curricular activity beyond the classroom. Currently we have held bi-monthly meeting to discuss focus areas such as QAR, Small group focus, and Common Core.</p> | |
| 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. | <p>Our School has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis. Through the use of DIBELS/Scantron/Star Assessment/Mclass Math, Fluency Snapshots/AR Reports and small group/running records teachers are able to make adjustments to their focus and to target support for students.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|---|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 2 |
| | <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. | <p>We are currently working to write and implement units of instruction that are aligned to the Common Core Standards. We have been using the scope and sequence from CMSI and SCRMA to guide our instruction. We need to continue to develop curricular units of study aligned to the more rigorous national standards.</p> | |
| | Instructional materials -----> | | | 3 |
| | <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). | <p>7. The Scottforesman Reading Street and Fountas and Pinnell guided reading are the core instructional materials that are aligned with the standards and used as the common instructional materials in grades 2-5. My Sidewalks is also instructional materials that teachers use that are supportive of students with disabilities. Most classrooms have leveled libraries as instructional supports for the students. Everyday Math curriculum is the core instructional materials used to teach math in grades 2-5</p> | |
| <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 -----> | | | 3 |
| <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>All classroom teachers use a comprehensive set of assessments that are used to monitor student learning on an on-going basis such as DIBELS/TRC/Guided Reading and are kept in assessment binders. School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. This data is used during professional development and grade level meetings to plan for student learning.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|------------|
| <i>Instruction</i> -----> | | | 3 |
| <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>In the classroom, through the use of I CAN statements and the What and Why board, each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. With implementation of the QAR strategy, each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</p> <p>Through the use of guided reading instruction, each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. Teachers also scaffolds instruction to ensure all students, including students with disabilities and English language learners, access complex texts and engage in complex tasks.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|---|------------|
| Professional Learning | Intervention -----> | | | 3 |
| | <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. | <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>We use the Scantron Assessment at the start of the year to identify students in need of academic intervention. Students are then placed in Scantron skill groups based on suggested learning objectives. Students receive support through classroom interventions, morning homework help, and afterschool interventions. Students in the primary grades receive computer based interventions through the use of Lexia.</p> | |
| | Whole staff professional development -----> | | | 3 |
| | <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. | <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>We work to create a schedule at the beginning of the year for a year long focused plan for whole staff professional development aligned to school-wide priorities and growth goals. Professional development is based on the needs of the students and teachers. We continually monitor the effectiveness of all professional development using walk-throughs teacher collaboration and classroom observations</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 weekly cycles to analyze formative assessment data and plan weekly instruction. Teachers have protocols or processes in place for team collaboration. Our teams are inclusive of general education, special education, bilingual teachers and other specialists</p> | |
| | Instructional coaching -----> | | | 3 |
| | <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>Through the New teach program, new teachers are provided with effective induction support from in school mentor teachers. With support from the in school coach, teachers have individual professional development plans tailored to their needs. Principal weekly observations provide teachers with consistent quality feedback that supports their individual growth. We have used peer observation and cross-classroom visitation, however, we need to work on making it occur more regularly as an integral part of the school’s plan for professional learning. We strategically swapped one of our Specials positions for a Literacy position in order to have a Reading Teacher to provide instructional coaching to teachers during the Reading block.</p> | |

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|---|--|---|--|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 3 |
| | <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>We have a PBIS Team in place that meets regularly. Our PBIS Coach attends district-wide meetings and trainings and shares information. We developed a school-wide behavior matrix of expectations which has been communicated through our student handbook and is taught in the classroom. We implemented a school-wide "Think Time" strategy for addressing minor classroom disruptions to decrease office referrals. We use restorative justice practices such as community service to repair the harm as an alternative to suspension. We need to work on consistency.</p> | |
| | Relationships -----> | | | 2 |
| | <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>Our school code of conduct is "Respectful, Responsible, and Ready to Learn", but we still struggle with disrespect in the interactions between students and how they interact with adults. We need to continue to work on consistency, modeling expected behavior and using the 3 to 1 rule of three acknowledgements to one correction, and use Asset Based Thinking approach to address this issue.</p> | |
| Behavior & Safety -----> | | | 2 | |
| | <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>As a school-wide PBIS school with an active PBIS Team, we have systems and structures in place to address discipline in a uniform approach, however we need to continue to work on strengthening our universal supports and providing more for our Tier Two and Tier Three students so that they can experience more success. A more engaging curriculum is a good next step.</p> | |

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|---|--|--|--|------------|
| 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>There are many ways in which our school informs the families about their children’s school and classroom expectations. In the beginning of the school year, the school’s principal hosts an orientation meeting for the parents. In this meeting important information and expectations are shared. During the Report Card Pick-Up Conferences teachers share with the parents the students’ progress and individual academic plans.</p> <p>In addition, during the PAC meeting Principal Annual Meeting the Principal share with the parents, school related information. Furthermore, during the NCLB Meetings parents members discuss topics that help families with personal and school related issues. Not only the classroom teachers are involved in providing information about their students to the parents, our counselor requests</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>Monthly calendars and reminders produced by parents are sent home. The school maintains a webpage, sponsored by a community partner. The phone outcalling system is used for events and important announcements. The school's Twitter account is linked to the school webpage to keep parents informed of latest updates.</p> | |
| Bonding -----> | | | 3 | |
| | <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>At Duprey, we try to establish a friendly yet professional environment that brings our school and families together. We plan a variety of activities that are family oriented in which we celebrate and share our students’ successes to motivate and support the intrinsic love for education. Activities such as Math and Science Night provides parents and children the opportunity to learn about science in a fun and interactive way, During the Student of the Year Banquet and Student of the Month Breakfast we celebrate with our families those students that put the extra effort to succeed in school. In addition, our school is an exemplary school promoting health and wellness. We strongly believe that parents play an important role in</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. | Our school partners with community agencies such as CURA to provide direct service to students and their families on health and wellness at the home. The social worker and counselor make home visits as needed, particularly with parents who never visit the school. We need to increase our wraparound services to serve more of our neediest families. | |
| | College & Career Exploration and election -----> | | | 3 |
| | <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. | We strive to provide quarterly goal setting to increase interest in career choices. We host a High School Fair in October. The counselor meets individually with each 8th grade student to assist with selection of high school and to review the Explore Plan results to discuss career choices & career portfolio project. | |
| 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. | We strive to push high performing students to take a High School Credit Algebra course to advance in high school. In the after school program, students have the opportunity to select from High School Algebra class. | | |
| 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. | We offer a variety of after school programs, such as: All Star, ASPIRA, Danzetheatre, High School Algebra. During the school day we offer student council, Danzetheatre Art program, guest speakers, and cultural performances. We are working towards to providing more | | |

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 |
|-----------------|--|---|--|------------|
| 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>Students are provided an opportunity to take a retired Explore Test in the fall, scored by Princeton. Teachers are given the results to inform instruction. We need to make better use of the results for planning our curriculum units around student needs.</p> | |
| | College & Career Admissions and Affordability -----> | | | |
| | <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. | N/A | |
| | Transitions -----> | | | 4 |
| | <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>We strive to inform our parents on promotion policy to ensure student success. Informational meetings are held throughout the year explaining the policy in both Spanish and English. (report card conferences, NCLB Parent meetings, and orientation).</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 |
|--|---|---|---|------------|
| 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>While school allocates discretionary spending to align with needs identified and strategic priorities based on evidence from SIPAAA, review of budget indicates that funds need to be spent in a more timely manner to ensure that programs are implemented as planned and students jhave what they need. However, due to many partnerships with community organizations, we are able to bring additional funding through grants and partners which enable us to offer additional programs and services to our students even though as a small school our budget is limited.</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>Our School Organization demonstrates that staff assignments made based on endorsements and experience. Vacant positions are posted and advertised, listing requirements of position. Interview notes indicate that there is a multi-step interview process which includes an interview protocol with writing samples and sample lesson plan. However, the interview process needs to include observation of teacher interaction with students in a classroom setting. We also need to begin to develop a pool of candidates from which to hire.</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>Our school intentionally created a block schedule combining Language Arts and Social Studies to provide more time for reading instruction. We also allocated more time for Science labs and Math. However, our teacher collaboration during day is limited because not enough specials teachers. Struggling students are provided interventions throughout the day by tutors, counselor and support staff.</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 mission is to provide a high quality academic program within a challenging and engaging climate of high expectations to ensure that our students are college and career ready in order to be productive members of our global society. We are committed to using a holistic approach to provide a safe, nurturing, inclusive, student centered environment in which all our children will flourish, and will use all available resources to ensure success.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|---|--|
| 1 | Reading- Using the CPS Literacy framework, teachers deliver Common Core aligned literacy instruction supported by high quality texts. | Fewer than 50% of our students are performing at or above grade level on Scantron and DIBELS assessments, and fewer than 10% are scoring at Exceeds on ISAT, indicating a need for more rigorous literacy instruction in all grades. Since a key component of ELA CCS is strong and growing across-the-curriculum emphasis on students writing arguments and informative/explanatory text, and this is an area that we have identified as a need for our students in order to get to Exceeds and meet the rigorous CCS by 2014, writing will be our focus this year. |
| 2 | Math- Teachers deliver Common Core aligned math instruction, with an emphasis on the standards of Math Practices, which rest on important mathematical processes and proficiencies. | Fewer than 55% of our students are performing at or above grade level on Scantron and mClass Math assessments, and fewer than 15% are scoring at Exceeds on ISAT, indicating a need for more rigorous Math curriculum in all grades. A key component of Math CCS is Math practices, including problem-solving as a regular part of instruction, developing mathematical discourse & constructing viable arguments and critique the reasoning of others. Since this is an area of need to get to Exceeds, and constructing arguments will be a major emphasis for our writing instruction, we believe that an emphasis in this area will help students make connections between content areas and reinforce what they are learning in reading, adding coherence to our instruction. |

| | | |
|---|--|---|
| 3 | Intervention- Provide academic and behavioral supports for identified struggling students. Specifically target 8th grade male students who have the potential to graduate if they receive the additional help in an individual or small group setting; and 5th grade students who are performing below level and are not making expected gains in Reading. | Dashboard Early Warning Indicators data identified 7 males who will be in 8th grade next year as being in need of academic and/or behavioral intervention due to failing grades, misconducts, and/or attendance. In addition, our spring Scantron scores indicate that 5 students who will be in 5th grade are below level in Reading performance and below in meeting their targets. |
| 4 | | |
| 5 | | |

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 |
|---|--|
| Reading- Using the CPS Literacy framework, teachers deliver Common Core aligned literacy instruction supported by high quality texts. | Fewer than 50% of our students are performing at or above grade level on Scantron and DIBELS assessments, and fewer than 10% are scoring at Exceeds on ISAT, indicating a need for more rigorous literacy instruction in all grades. Since a key component of ELA CCS is strong and growing across-the-curriculum emphasis on students writing arguments and informative/explanatory text, and this is an area that we have identified as a need for our |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------------------|--------------|-------------------|-------------|-------------|--------|-----------------------|
| Provide Professional Development on Writing Instruction | ILT/ Teacher Teams | All | ILT | Summer 2012 | On-going | | |
| Develop and implement ELA Units aligned to Common Core with an emphasis on expository & writing arguments using evidence from text to support their position. | ILT/ Teacher Teams | All | Teachers | Summer 2012 | On-going | | |
| Develop formative assessments- performance tasks aligned to Common Core with an emphasis on written responses, research and expository writing. | Instruction | All | Teachers | Summer 2012 | On-going | | |
| ILT develops calendar of learning cycles for professional development emphasizing writing instruction throughout the school year. | ILT/ Teacher Teams | All | ILT | Summer 2012 | Summer 2012 | | |
| Inventory materials in June 2012 | Instructional Materials | | Teachers | Summer 2012 | Summer 2012 | | |
| Purchase high quality texts & supplies to support literacy framework and expository writing. | | All | Principal | Summer 2012 | Summer 2012 | | |
| Implement writers workshop units of study with an emphasis and writing with feedback provided to improve performance- scored samples submitted monthly. | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Daily expository writing across the curriculum. | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Strengthen our Professional Learning Community by using the CPS Instructional Framework as a guide, building instructional capacity and strengthening our teacher teams. | ILT/ Teacher Teams | All | Teachers | Summer 2012 | On-going | | |

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 |
|---|--|
| Math- Teachers deliver Common Core aligned math instruction, with an emphasis on the standards of Math Practices, which rest on important mathematical processes and proficiencies. | Fewer than 55% of our students are performing at or above grade level on Scantron and mClass Math assessments, and fewer than 15% are scoring at Exceeds on ISAT, indicating a need for more rigorous Math curriculum in all grades. A key component of Math CCS is Math practices, including problem-solving as a regular part of instruction, developing mathematical discourse & constructing viable arguments and critique the |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|----------------------------|----------------|---------------------|-------------|-------------|--------|-----------------------|
| Inventory current materials and determine alignment to common core standards. | Instructional Materials | Not Applicable | Teachers | Summer 2012 | Summer 2012 | | |
| Daily problem-solving to build stamina for persevering in solving problems. | Instructional Materials | All | Teachers | Quarter 1 | On-going | | |
| Provide Common Core aligned math instruction supported by hands-on games, manipulatives and projects, with an emphasis on developing Math Practices. | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Provide daily math skills instruction to develop math fluency and automaticity of basic facts. | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Provide small-group differentiated instruction. | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Teachers attend professional development provided by the district on Common Core Standards aligned Math | Instruction | All | Teachers | Summer 2012 | On-going | | |
| Increase math instructional block time to 80 min. in middle | Other | All | Teachers | Quarter 1 | On-going | | |
| Reduce Class size and split grades to accelerate growth by small group instruction and more individual attention. | Staffing | All | Principal/ Teachers | Quarter 1 | On-going | | |
| Teachers increase mathematical content knowledge by taking math courses that will lead to math endorsements. | Instruction | All | Teachers | Summer 2013 | Year 2 | | |
| Provide extended day opportunities for enrichment such as chess and high school algebra for students. | After School/ Extended Day | All | Principal | Quarter 1 | On-going | | |
| Teach math content vocabulary in context and make illustrated word banks/ charts. | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Reinforce math concepts through arts (eg. Symmetry in geometry) and in everyday contexts. | Instructional Materials | All | Teachers | Quarter 1 | On-going | | |

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 |
|--|---|
| Intervention- Provide academic and behavioral supports for identified struggling students. Specifically target 8th grade male students who have the potential to graduate if they receive the additional help in an individual or small group setting; and 5th grade students who are performing below level and are not making expected gains in Reading. | Dashboard Early Warning Indicators data identified 7 males who will be in 8th grade next year as being in need of academic and/or behavioral intervention due to failing grades, misconducts, and/or attendance. In addition, our spring Scantron scores indicate that 5 students who will be in 5th grade are below level in Reading performance and below in meeting their targets. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|---------------------|-------------------|-------------|-------------|--------|-----------------------|
| Counselor and Social Worker provide SEL interventions for Targeted 8th grade boys identified by Dashboard who are in need of more individualized support. | Instruction | Other student group | Counselor | Quarter 1 | On-going | | |
| Reduce class size in the 8th grade and the 5th grade to allow for more individualized instruction to meet the needs of targeted students in those grades. | Instruction | Other student group | Teachers | Quarter 1 | On-going | | |
| Assess all students at the beginning of the year using universal screener to identify students in need of tiered levels of support. | Instruction | All | Teachers | Quarter 1 | Quarter 1 | | |
| Provide reading and mathematics intervention to students flagged on beginning of year screeners. | Instruction | Other student group | Teachers | Quarter 1 | On-going | | |
| Use assessment data to monitor progress and adjust intervention as needed. | ILT/ Teacher Teams | Other student group | Teacher Teams | Quarter 1 | On-going | | |
| Provide daily intervention block with a smaller teacher/student ratio to target identified needs. | Instruction | Other student group | Principal | Quarter 1 | On-going | | |
| Purchase intervention kits/ materials and software that is research-based and provides ongoing assessment data for progress monitoring. | Instructional Materials | Other student group | Principal | Summer 2012 | Summer 2012 | | |
| Students use IXL/ Khan Academy to teach targeted lessons for specific skill, students work at their own pace. | Equipment/ Technology | All | Teachers | Quarter 1 | On-going | | |
| Provide professional development to teachers providing interventions to ensure program fidelity. | Professional Development | Other student group | Principal | Summer 2012 | Summer 2012 | | |

