



2012-2014 Continuous Improvement Work Plan

Thomas J Waters Elementary School

Ravenswood-Ridge Elementary Network

4540 N Campbell Ave Chicago, IL 60625

ISBE ID: 150162990252504

School ID: 610220

Oracle ID: 25781



Mission Statement

Thomas J. Waters teachers and staff will implement differentiated, scaffolded and rigorous learning opportunities that are designed to meet our individual student needs and to ensure that all our students are actively engaged at their instructional level.

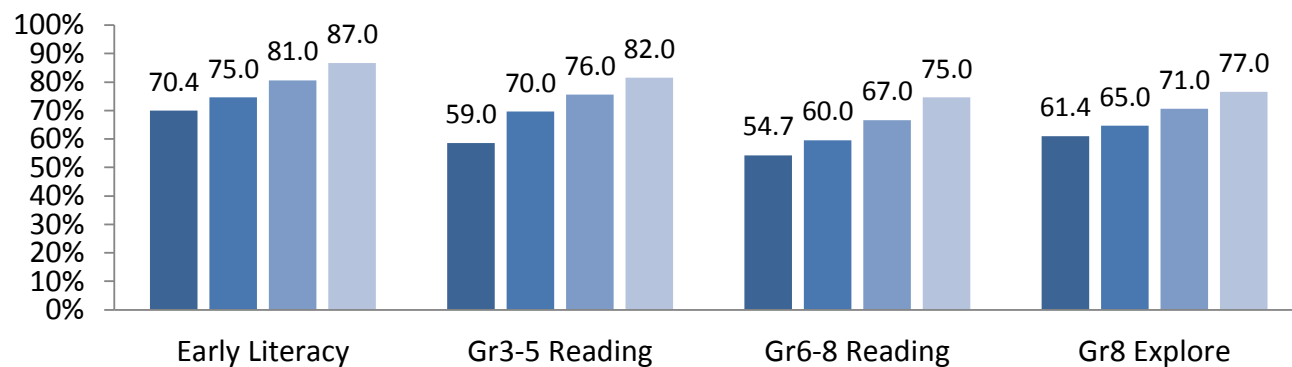
Strategic Priorities

1. #REF!
2. The school will implement balanced literacy program with the use of reading and writing workshop models. We will align our program with the CCSS. Language Arts will be integrated into all content areas.
3. The school will continue to raise the quality of differentiated instruction and ensure that differentiation occurs on a daily basis. We will implement an RTI program to address the needs of all learners.
4. The school will increase the use of progress monitoring in math to further differentiate instructional practices and to ensure students are engaged at their instructional level. Math Trailblazers and Connected Math assessment data will be analyzed and used to drive instruction.

School Performance Goals

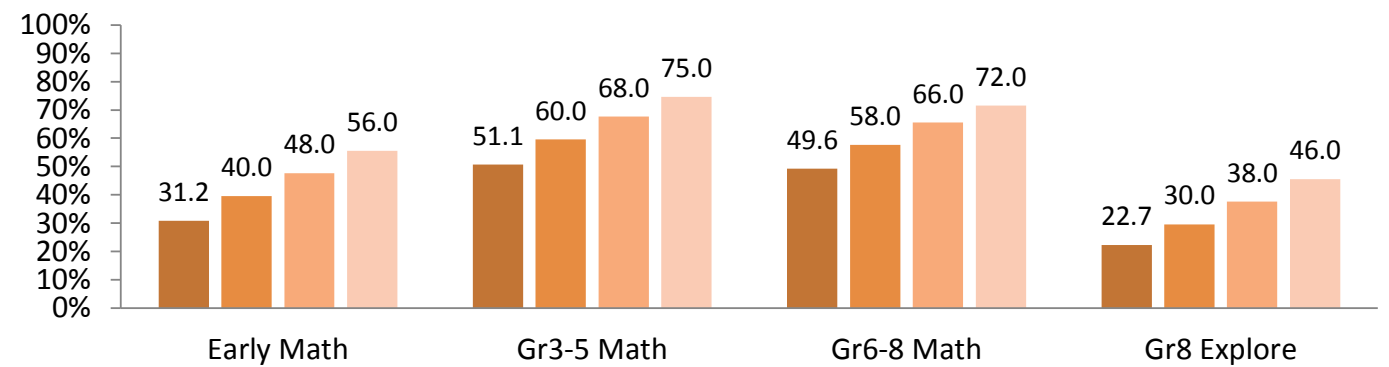
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Thomas J Waters 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
Titia Crespo	Principal
Nilsa Alvarez	Assistant Principal
Vicki Nissim	Lead/ Resource Teacher
Peggy Gyftakos	Classroom Teacher
Evelyn Katsoulos	Classroom Teacher
Hermelinda Garcia	LSC Member
Christine Weldon	Parent/ Guardian
Regina Cavey	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	70.4	75.0	81.0	87.0		Early Math % of students at Benchmark on mClass	31.2	40.0	48.0	56.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	59.0	70.0	76.0	82.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.1	60.0	68.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.0	50.0	58.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.2	50.0	58.0	66.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.7	60.0	67.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	49.6	58.0	66.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.8	58.0	66.0	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.6	70.0	76.0	82.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	61.4	65.0	71.0	77.0		Explore - Math % of students at college readiness benchmark	22.7	30.0	38.0	46.0



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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	96.5	97.0	97.5					
					Misconducts Rate of Misconducts (any) per 100	0.4	0.3	0.2	0.1

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	84.3	90.0	94.0	98.0		ISAT - Reading % of students exceeding state standards	28.5	36.0	42.0	48.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.3	83.0	87.0	91.0		ISAT - Mathematics % of students exceeding state standards	27.2	35.0	43.0	51.0
ISAT - Science % of students meeting or exceeding state standards	83.7	90.0	94.0	98.0		ISAT - Science % of students exceeding state standards	24.0	32.0	40.0	48.0

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. 	<ul style="list-style-type: none"> A problem of practice was determined and a theory of action was drafted to address the problem. Data is closely monitored by Administration and ILT. Professional development aligned to the Theory of Action was planned and initiated. Lesson plans are aligned with standards and reviewed weekly with a focus on the action items. 	
	Principal Leadership ----->			
	<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. 	<ul style="list-style-type: none"> Consistent observations by the Principal with timely follow-up assist teachers in the use of best practices in the classroom. Regular literacy coaching is provided to teachers to develop their instructional practices but needs to be expanded throughout the content areas. Data is discussed regularly in teams (ILT and grade level teams) but needs to be more in-depth and include student work analysis. Meetings for all parents regarding student progress are held semi-annually. Additional parent meetings are scheduled as needed to discuss student's academic progress. Communication with parents and community is disseminated weekly through posted Green Notes and is also available online. Classroom newsletters, flyers, web pages, emails and phone calls are additional tools of communication. Informational meetings are held for parents and community. School tours are held monthly to inform potential parents about our school. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<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 	<ul style="list-style-type: none"> • Teachers are invested in promoting the success of Waters students and the school. They are involved in many leadership roles such as: <ul style="list-style-type: none"> - ILT -Grade Level Team Leaders - RTI Specialized Service Team - CIWP team members -Union representative - Focus Teams-LA, Math, Social Studies, Science, Fine Arts, and Technology -Teacher leaders including the literacy coach who deliver professional development - Grant applicants - Technology Team 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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 		3
Monitoring and adjusting ----->			
<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"> The school engages primarily in benchmark data analysis relative to the school's Theory of Action at the school level, grade level, and classroom level with the purpose of improving instruction and student progress. The school is in the process of creating a method of data analysis which will be more systematic and based on formative as well as summative data. The school plans to adjust the Theory of Action as needed based upon this data. 	3

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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. 	<ul style="list-style-type: none"> Grade level teams develop syllabi that outline the units of instruction and align them to the standards. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. More opportunities for vertical planning need to be created. Lesson plans reflect differentiation to meet the needs of all learners within the framework of grade- level appropriate curriculum. <ul style="list-style-type: none"> The school needs to resume the process of unpacking Common Core standards and planning units of study to teach these standards. 	
	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). 	<ul style="list-style-type: none"> Instructional materials used by all grade levels are aligned with the Illinois State Standards. There is a need to align the materials with CCSS to determine what modifications might be necessary. Various instructional materials and resources are used school-wide to support students with disabilities and English Language Learners. 	
<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. 	<ul style="list-style-type: none"> • Electronic classroom, grade-level and school-wide reports of SCANTRON, DIBELS, and MClass Math results are available for immediate feedback. • Each grade level administers benchmark and unit assessments in order to monitor student learning and drive differentiated instruction to address student needs. • Students' mastery of standards is measured through various formative and summative assessments. These include written and performance-based assessments such as student work, weekly and unit tests, projects, constructed and extended response, running records, and fluency snapshots. • Most eachers need to utilize more long range projects and performance-based assessments. • As identified in student IEPs and IBIP assessment accommodations and modifications are made to ensure that students with disabilities and English language learners are properly assessed to demonstrate mastery and proficiency. 	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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. 	<ul style="list-style-type: none"> • Each teacher differentiates instruction and provides interventions to meet the needs of all students. T • Teachers need to differentiate more effectively and apply interventions more consistently and to increase their repertoire of research-based strategies in both of these areas. 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	Intervention			
	<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. 	<ul style="list-style-type: none"> The school has a system for screening students to identify students for reading and/or math interventions. The school uses diagnostic assessments to identify areas of need in these subjects. <ul style="list-style-type: none"> Interventions are insufficient; a more effective and structured schedule for intervention will be planned in the context of the longer school day. An RTI Team meets bi-weekly and has established a well-developed school-wide RTI procedure. The RTI team has provided professional development to the staff regarding the RTI procedure. The RTI team has compiled and continues to add to a bank of resources for interventions focused on specific reading and math skills. Goals have been established for more consistent implementation of the plan in the coming school year. 	
	----->			3
	Whole staff professional development			
Professional Learning	<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. 	<ul style="list-style-type: none"> The school has established a Theory of Action based upon skill gaps which are determined by summative assessment results. The school has a year-long plan for whole staff professional development. The school is making progress toward focusing professional development on the Theory of Action. Professional development is relevant to the roles of teachers. The school needs to improve in following up to ensure that best practices presented in workshops are being implemented in the classroom. Effectiveness of the implementation of these best practices 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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. 	<ul style="list-style-type: none"> Teachers need to spend more time collaborating for the development of long-term unit planning. Most grade levels meet on a weekly basis to discuss current issues and concerns including the needs of struggling students. Topics of grade level meetings lack specificity and follow-through. Grade level agendas are attempted but the format is inconsistent throughout the school. The school is in the process of adopting a school-wide agenda template. Grade-level leaders who are also on the ILT need to model protocols for grade level meetings similar to those used in ILT meetings. The school needs to resume regular focus team meetings. 	
	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. 	<ul style="list-style-type: none"> The majority of coaching in the school is provided by the administrators and literacy coach, who provide quality feedback to teachers. Peer-coaching is informal and characterized by frequent conversations, sharing of ideas and some degree of professional development. The school needs to revisit peer classroom observations. Opportunities are available for teachers to attend outside professional development workshops tailored to their needs and interests; however, individual plans are not yet in place. 	

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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 	<ul style="list-style-type: none"> Every staff member promotes a climate of success with high expectations for all students. All students have opportunities to participate in school leadership roles. There is a need to create and implement a consistent plan to promote college and career readiness. 	
	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. 	<ul style="list-style-type: none"> Staff promotes and provides students with an atmosphere of nurturing and respect. According to <i>My Voice, My School</i> survey, our community rated the supportive environment criterion as "average". 	
Behavior & Safety ----->			4	
	<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. 	<ul style="list-style-type: none"> Staff provides a safe, nurturing school community environment in which all feel welcome. Our students rated their safety as very strong on <i>My Voice, My School</i> survey. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<ul style="list-style-type: none"> Principal hosts a back-to-school orientation and presents to families the school vision and mission, academic goals and priorities, and budget. Teachers host Open House for families to provide information on classroom expectations, the grading system, and to share existing instructional practices that ensure differentiation and academic rigor. Teachers include written grade level expectations and the grading scale in their annual/quarterly syllabi. Some teachers provide families with benchmark assessment results immediately which include goals and strategies for improvement. This needs to be done by all teachers. School tours are held each month to familiarize community 	
	Ongoing communication ----->			4
	<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. 	<ul style="list-style-type: none"> The Principal provides updates and reports to parent and community groups (LSC, PAC, BAC, Waters Today PTC) and committees that relay current accomplishments, work in progress and future goals in regards to academics, school budget and building management and all upcoming meetings and school events. Teachers and school staff maintain consistent communication 	
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. 	<ul style="list-style-type: none"> The School maintains a welcoming and nurturing environment while ensuring student safety. The Administration works and collaborates with parent committees (LSC, PAC, BAC, and Waters Today PTC) and provides opportunities to become engaged in multiple volunteer and fundraising opportunities that enhance school programs and culture. School staff invites families to attend student performances, the All-School Science Fair, family literacy events, Field Day, and cultural events. 	

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
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<ul style="list-style-type: none"> The Specialized Service Teams reaches out to families through home visits and by recommending social service agencies to parents. The Specialized Service Team meets regularly with students regarding emotional, social, and academic concerns. The Specialized Service Team contacts families to collaborate 	
	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. 	<ul style="list-style-type: none"> The school provides resources for parents and students to seek job and tutoring opportunities. The school implements Career Day across all grade levels. Influential government officials visit the school throughout the year to address students about opportunities and resources. 	
	Academic Planning ----->			3
<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. 	<ul style="list-style-type: none"> The school's academic program promotes independence, collaboration, and higher-order thinking skills. The school provides students with information about college preparatory high schools and vocational high schools. The school conducts high school fair for 8th graders, as well as a high school informational meeting for 6th-8th grade parents. Students attending investigation days and shadow high school students throughout the year. Our math teacher is getting the training to be certified to deliver algebra instruction. 		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	<ul style="list-style-type: none"> Students at every grade level are exposed to a multitude of opportunities to explore ecology in the community. Students are given the opportunity to compose music and lyrics and to participate in art fairs, music competitions, Rock Band, 		

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	College & Career Assessments ----->			4
	<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. 	<ul style="list-style-type: none"> The EXPLORE test is administered to students in 8th Grade. Electronic assessments familiarize students with the format of future assessments such as SATs and ACTs. From kindergarten on, teachers instruct students in test-taking strategies to prepare them for standardized assessments that will 	
	College & Career Admissions and Affordability ----->			4
	<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. 	<ul style="list-style-type: none"> To prepare students for the college application process, students submit an essay in order to join the school's Leadership Committee. 7th and 8th grade students participate in the tours of local universities. Our parents attend seminars regarding college application and financial aid availability. 	
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. 	<ul style="list-style-type: none"> Kindergarten and 8th grade students participate in graduation ceremonies. Preschoolers visit the kindergarten classrooms to ease the transition into kindergarten. Vertical planning to ensure academic language is consistent across grade levels. The school presently uses departmentalization in grades 5-8 to prepare students for transitioning between classes in high school and college. <ul style="list-style-type: none"> The school plans to expand departmentalization to grades 3 and 4 at the beginning of the 2012- 	

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	<i>Use of Discretionary Resources</i> ----->			4
	<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. 	<ul style="list-style-type: none"> Purchase two teacher positions to reduce class size. Purchase ESP to support instructional programs. Purchase technology to continue developing students 21st Century skills. Continue to purchase web based subscriptions that enhance student learning and align with our strategic priorities (My Access, Reading A-Z, Rosetta Stone, etc.) Continue to pursue grants that are aligned with school focus and promote student achievement. School maintains an active and positive relationship with Waters 	
	<i>Building a Team</i> ----->			4
	<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. 	<ul style="list-style-type: none"> Teachers and support personnel are hired after school and student needs analyses are made. Interviews are inclusive of a portfolio review, predesigned questioning based on position available, lesson demonstration with students and interview with panel of lead teachers and administration. The school continues university partnerships with DePaul, National Louis, Loyola, and Northeastern to secure quality student teachers. Grade level teams, Instructional Leadership Team, Focus Teams, and RTI Team members are selected and placed to best utilize teacher expertise to enhance student learning and promote college and career readiness. 	
<i>Use of Time</i> ----->			4	
	<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. 	<ul style="list-style-type: none"> The school's daily schedule allocates time for differentiated and tiered instructional practices that promote optimal learning opportunities for all students. The school will continue to provide scheduling that promotes meaningful teacher collaboration during the school day. Teacher collaboration time occurs before/after school. 	

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

Thomas J. Waters teachers and staff will implement differentiated, scaffolded and rigorous learning opportunities that are designed to meet our individual student needs and to ensure that all our students are actively engaged at their instructional level.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	The school will continue to raise the quality of differentiated instruction and ensure that differentiation occurs on a daily basis. We will implement an RTI program to address the needs of all learners.	According to the universal screening data, 15% of our students fall into a Tier 2 or Tier 3 category. Also, 100% of our students who are in the "exceed" category, according to SCANTRON and mClass Math, need to be appropriately challenged with enrichment activities. Increased differentiation of instruction and the improvement of the RTI process will improve instruction targeted for the needs of individual students and increase student achievement.
2	The school will increase the use of progress monitoring in math to further differentiate instructional practices and to ensure students are engaged at their instructional level. <i>Math Trailblazers</i> and <i>Connected Math</i> assessment data will be analyzed and used to drive instruction.	Our school's economically disadvantaged students did not meet AYP in mathematics. There is a need for greater differentiation of the core instruction to meet the needs of this population. Furthermore, we need to ensure the fidelity of implementation of the research-based math programs. We need to move more students into the "exceeds" category to promote college and career readiness. Finally, we will provide intentional, rigorous, and challenging learning opportunities for our top-end students.
3	The school will implement balanced literacy program with the use of reading and writing workshop models. We will align our program with the CCSS. Language Arts will be integrated into all content areas.	Our school has a significant number of students in need of scaffolding and interventions and many of our students also need to be appropriately challenged. We need to move more students into the "exceeds" category to promote college and career readiness. Finally, we will provide intentional, rigorous, and challenging learning opportunities for our top-end students.
4	The school will enhance our science curriculum by incorporating hands-on, inquiry-based activities	We would like to raise our science achievement to 90th percentile and implement the best practices in science education in every classroom.
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
#REF!	#REF!

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Bi-weekly RTI meetings and training of staff on placement of students in Tier 2 and 3 and matching of interventions to skill deficits will continue.	ILT/ Teacher Teams	All	All	Quarter 1	On-going	On-Track	Protocols and norms for RTI meetings will be established to ensure and optimal use of time. Continuation of differentiated professional development in RTI.
Increase informal and continue formal classroom observations by administration.	Instruction	All	Administration	Quarter 1	On-going	On-Track	Determine a specific focus for each observation and follow through with subsequent visits to assess progress.
Pre-conference before formal observations and post-conference after all observations.	Instruction	All	Administration	Quarter 1	On-going	On-Track	The role of the administrator conducting the conferences should be as an instructional coach.
Increase communication with staff regarding expectations	Professional Development	All	Administration	Quarter 1	On-going	On-Track	Clarity of expectations will increase adherence to school policy and consistency in the quality of instruction across all classrooms in all grade levels.
Collaboration between general education, special education, fine arts, technology and ecology teachers will be increased ensuring the integration of all subject matters to enhance the learning experience of all students.	Instruction	All	All	On-going	On-going	On-Track	Structured times to allow for collaboration through ILT, RTI, Focus Teams and Grade Level Meetings on a weekly/biweekly bases.



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
The school will implement balanced literacy program with the use of reading and writing workshop models. We will align our program with the CCSS. Language Arts will be integrated into all content areas.	Our school has a significant number of students in need of scaffolding and interventions and many of our students also need to be appropriately challenged. We need to move more students into the "exceeds" category to promote college and career readiness. Finally, we will provide intentional, rigorous, and challenging learning opportunities for our top-end students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration will monitor that differentiated instructional practices are implemented into daily instruction that promotes student engagement.	Instruction	All	Administration	Quarter 1	On-going	On-Track	Administration will monitor weekly math lesson plans and observe math instruction more frequently to ensure implementation of differentiated practices and increase student engagement.
ILT and Math Focus Team will continue to collaborate biweekly to analyze school data, discuss progress and disseminate information and expectations to all classroom teachers.	ILT/ Teacher Teams	All	ILT Math Focus Team	Quarter 1	On-going	On-Track	ILT Team meets biweekly to analyze data, identify students strengths and weaknesses, ensure students are keeping on pace, meeting expected growth targets in mClass math, Scantron, and weekly math assessments.
Unpack the math CCSS and begin to create instructional units.	Instruction	All	All	Summer 2012	On-going	Behind	Provide summer working sessions to further analyze and align math instructional units with the CCSS.
Teachers will continue to seek and attend professional development opportunities that enhance their math expertise.	Instruction	All	All	On-going	On-going	On-Track	Teachers will continue to participate in Math Trailblazers, Connected Math, and other professional opportunities for further training in differentiating math instruction.



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
The school will continue to raise the quality of differentiated instruction and ensure that differentiation occurs on a daily basis. We will implement an RTI program to address the needs of all learners.	According to the universal screening data, 15% of our students fall into a Tier 2 or Tier 3 category. Also, 100 % of our students who are in the "exceed" category, according to SCANTRON and mClass Math, need to be appropriately challenged with enrichment activities. Increased differentiation of instruction and the improvement of the RTI process will improve instruction targeted for the needs of individual students and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop more authentic assessments aligned with CCSS.	Other	All	All	On-going	On-going	Behind	Students need to be prepared for the transition into the PARC Assessments.
Examine Harcourt K-5 skills analysis sheet to drive instruction.	Instruction	All	K-5 Teachers and Literacy Coach	On-going	On-going	On-Track	Teachers and literacy coach will ensure implementation of differentiated practices to address the needs of all students.
Analyze weekly McDougal 6th-8th weekly assessments to drive instruction.	Instruction	All	6th-8th grade teachers and literacy coach	On-going	On-going	On-Track	Teachers and literacy coach will ensure implementation of differentiated practices to address the needs of all students.
Further unpack the CCSS and continue to create and implement instructional units.	Instruction	All	All	On-going	On-going	Behind	Provide summer working sessions to further analyze and align instructional units with the CCSS.
Teacher leaders will continue attending professional development on analyzing and implementing instructional units based on the CCSS.	ILT/ Teacher Teams	All	Teacher Leaders	On-going	On-going	On-Track	Teacher leaders will be responsible for disseminating training and information to all teaching staff to ensure CCSS alignment.
Continue to focus on increased integration of reading, writing, speaking and listening skills into all content areas.	Instruction	All	All	On-going	On-going	Behind	CCSS are based on this integration and instruction needs to be adjusted accordingly.
Teachers will use a balanced literacy approach to instruction based on the reading and writing workshop models.	Instruction	All	All	On-going	On-going	Behind	Teachers need to continue participating in professional development provided by the literacy coach and other outside resources.



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
The school will increase the use of progress monitoring in math to further differentiate instructional practices and to ensure students are engaged at their instructional level. Math Trailblazers and Connected Math assessment data will be analyzed and used to drive instruction.	Our school's economically disadvantaged students did not meet AYP in mathematics. There is a need for greater differentiation of the core instruction to meet the needs of this population. Furthermore, we need to ensure the fidelity of implementation of the research-based math programs. We need to move more students into the "exceeds" category to promote college and career readiness. Finally, we will provide intentional,

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze standardized assessments ie. Scantron, ISAT, and also teacher created science formative and summative assessments and utilize to drive instruction.	Instruction	All	All	On-going	On-going	On-Track	Teachers will implement differentiated and best practices in daily science lessons.
Continue to acquire science resources to enhance our hands-on, inquiry based curriculum	Instructional Materials	All	All	On-going	On-going	On-Track	Continue to allocated discretionary funds to further support the sciences. Also, continue to seek additional funding to upgrade science labs and incorporate a new lab to further promote higher level student engagement.
Continue to create instructional units that integrate the sciences with the arts and technology curriculum.	Instruction	All	All	Quarter 4	On-going	On-Track	Teachers will collaborate regularly to develop integrative instructional units. Continue to acquire state-of-art technology ie. Smartboards, ipads, and other audio visual equipment to promote virtual and interactive learning.



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