Continuous Improvement Work Plan
2012 – 2014

CIWP PLANNING GUIDE
MARCH 2012
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Overview

This guide will help each school’s Continuous Improvement Work Plan (CIWP) Team, led by the principal, to develop a meaningful strategic plan that reflects the school’s most important initiatives. The guide includes directions on how to complete the CIWP template and examples for developing strong priorities and action plans.

What is the CIWP?

The Continuous Improvement Work Plan (CIWP) is a two-year streamlined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan.

For SY2013, the CIWP is an Excel-based template designed to be easily completed and monitored. The CIWP draws on previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework, and Theory of Action.

Annual Cycle

<table>
<thead>
<tr>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue tracking progress of current CIWP through the end of the year</td>
<td>- March: Establish CIWP team; complete School Effectiveness Framework</td>
</tr>
<tr>
<td></td>
<td>- Early April: Set goals and priorities; develop action plan</td>
</tr>
<tr>
<td></td>
<td>- Late April: Develop FY13 budget</td>
</tr>
<tr>
<td></td>
<td>- May: Finalize CIWP, budget, full school day plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss new data in ILT; review CIWP and budget and amend as needed</td>
<td>- June: Finalize staffing</td>
</tr>
<tr>
<td></td>
<td>- June: Board approval of CIWP and budgets, as necessary</td>
</tr>
<tr>
<td></td>
<td>- July: Start implementing 2012-2014 CIWP</td>
</tr>
<tr>
<td></td>
<td>- August: Develop PD plan for 2012-13</td>
</tr>
</tbody>
</table>
Process Map

1. Convene CIWP team
2. Set student performance goals for SY2013 & SY2014
3. Self-evaluate with School Effectiveness Framework
   - Reference key levers in Theory of Action to identify
4. Develop 3-5 Strategic Priorities
5. Develop Milestones & action plan for each priority
   - Monitor progress & update plan throughout the year
6. Allocate funds in FY13 budget to align to CIWP
7. Approval through LSC, Network, and/or Board
Using the CIWP Tool

Getting Started
The CIWP Template is an Excel-based tool compatible with **Excel version 2007 or later**. If you do not have Excel 2007 or 2010, contact your school’s Technology Coordinator or call 553-EXCL (Central Office Tech Support) to have the latest version of Excel installed.

Download the appropriate template. There are three versions of the CIWP Template:
1) Elementary Schools – download SchoolID000000_ESCIWP
2) High Schools – download SchoolID000000_HSCIWP
3) Schools with grades in both Elementary and High School – download SchoolID000000_COMBOCIWP

Rename the document. Once you download the CIWP Template, save the template using the same naming convention, substitute your school’s id for “000000.” For example, A.N. Pritzker School should save the template as SchoolID610229_ESCIWP.

Instructions and Quick Tips. This guide is designed to walk you through the process of developing your CIWP. For a quick reference when you are in the tool, see the “Instructions” section at the top of each page. This section also has quick tips for completing the page.

Troubleshooting
For troubleshooting Excel functionality, please see the Frequently Asked Questions (FAQ) under “Resources” on www.cps.edu/CIWP. If you have further questions on using the template, you may also contact the Office of Strategy, Research, and Accountability at ciwp@cps.k12.il.us or (773)553-5603.

For questions related to developing priorities and milestones, contact your Network CIWP Lead.
Developing a CIWP Team

When opening the CIWP template, the first worksheet you will see is the CIWP Team page.

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. For all schools, parent and teacher participation is required in the development of the plan. 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 and PAC. 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.

1. Selecting your school
   The first step after saving the CIWP template is to select your school from the drop down list provided. By selecting the school, headings and data will automatically populate on the rest of the worksheets.

2. CIWP Team Names
   After selecting a school, type the member names of the CIWP Team.

3. Title/Relationship
   Next to each member’s name, choose their title or relationship from the drop down list.
Goal Setting

The Goal Setting section of the CIWP is modeled after the SY2011 Scorecard released in the fall and has Elementary or High School metrics. This section is where the CIWP team will set goals for SY2013 & SY2014 on metrics from Academic Achievement, Climate and Culture, and State Assessments. Although the goal setting worksheet only includes the most recent SY2011 scores, the team should also look at historical data and trends when determining their goals for the next two years.

Elementary Goal Setting

1. Metrics
   The metrics listed are from the scorecard and include data from “Academic Achievement”, “Climate and Culture,” and State Assessment (ISAT).

2. SY2011 Scores
   Once you have selected your school on the CIWP Team page, any available SY2011 scores will automatically populate in the designated blue cells. If a school does not measure one of the metrics or have data to report, “NDA” will appear. For example, an Elementary School with only grades K – 6 will have “NDA” for 8th Grade Explore Reading and Mathematics. **Please note: ISAT scores include all students in the aggregate with English Language Learners.**

3. Goals
   Enter SY2012 goals the school set earlier this year, followed by goals set for SY2013 and SY2014. To enter goals, click on the cell where you would like to enter the data, and type your goal.
High School Goal Setting

1. **Metrics**
   The metrics listed are from the scorecard and include data from “Academic Achievement”, “Climate and Culture,” and State Assessment (PSAE).

2. **SY2011 Scores**
   Once you have selected your school on the CIWP Team page, any available SY2011 scores are automatically populate in the designated blue cells. For EPAS, the goals are the average scores for the spring tests.

   If a school does not measure one of the metrics or have data to report, “NDA” will appear. For example, a High School with only grades 9 & 10 will have “NDA” for 12th Grade and Graduate metrics. Please note: PSAE scores include all students in the aggregate with English Language Learners.

3. **Goals**
   Enter SY2012 goals the school set earlier this year, followed by goals set for SY2013 and SY2014. To enter goals, click on the cell where you would like to enter the data, and type your goal.

4. **EPAS Growth**
   For EPAS Growth, SY2013 and SY2014 goals are automatically calculated based on the average score goals you entered in Goals.

**Goal Setting Tip:** Work with your Network to develop Goals that are realistic and attainable for your school. Look at historical trends and average gains for grade levels, subgroups, etc.
School Effectiveness Framework

The CPS School Effectiveness Framework (SEF) serves to build understanding and align collective efforts around the essential best practices expected in every school. It is NOT an exercise in compliance or intended to be prescriptive. Instead, it serves to empower each school to assess its context and develop strategies that are aligned with effective practices. Additionally, the SEF provides a common lens and language across the District that will help facilitate best-practice sharing within and across networks, from pre-K to 12th grade.

Although many schools already completed the SEF for dimensions 1 -3 earlier in the school year, the SEF included in the CIWP should be used to update any evaluations and provide a space to evaluate the school on any dimensions not previously completed.

The SEF was updated in early March to provide schools with samples of Typical and Effective Schools’ practices on each of the Dimensions. The SEF provides the opportunity for schools to evaluate themselves on a scale from 1-4 (Typical School = 2; Effective School = 4) using evidence from their current performance.

1. Dimensions
   The School Effectiveness Framework was revised in early March to encompass seven Dimensions including Leadership, Core Instruction, Professional Learning, Climate and Culture, Family and Community Engagement, College and Career Readiness Supports, and Resource Alignment. Each Dimension is divided into several effective practice categories.

2. Typical and Effective Schools
   For each effective practice category, sample practices are given for a “Typical School” and an “Effective School.” A Typical School would be evaluated as a “2” and an Effective School would be evaluated as a “4”, illustrating the ideal practices for each category.
3. **Evidence**

After reading each description of a Typical and Effective School, provide evidence from current performance on how well the effective practices are being implemented in the school. Use evidence from any available data, including Scorecard, Performance Policy, My Voice, My School survey, and any other supplemental data. For schools that have completed one or more of the six dimensions, use the space provided to update any evidence based on this year’s initiatives.

4. **Evaluation**

Once the CIWP team has gathered evidence and assessed their level of implementation for the Effective Practice, the next step is to evaluate the level of implementation. For the CIWP, schools use the drop down list to rate the implementation of the effective practice at the school from 1-4.

**Evidence Examples**

<table>
<thead>
<tr>
<th>Weak Example</th>
<th>Strong Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate and Culture – High Expectations and College Going Culture</strong></td>
<td><strong>We strive to build a culture around college-readiness standards; however, we received a “weak” on the My Voice, My Schools survey for Ambitious Instruction. We have started the implementation of CCSS and have developed a training plan for our teachers.</strong></td>
</tr>
<tr>
<td>Our staff works hard to set high expectations for our students. With the implementation of Common Core, our standards will increase in rigor.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Learning – Whole Staff Professional Development</strong></td>
<td><strong>Based around the three levers defined in our Theory of Action, we have developed a professional development calendar and plan that extends to the end of SY2012. 95% of our teachers have attended training in their subject area. We are in the process of working with our Instructional Support Leaders to develop a system for monitoring the effectiveness of our professional development using teacher observations and collecting feedback.</strong></td>
</tr>
<tr>
<td>We have come a long way to planning professional development for our staff. Throughout the year teachers have been participating in Common Core trainings and have implemented this in their classrooms.</td>
<td></td>
</tr>
</tbody>
</table>

**SEF Rating Tip:** After reading the practices of a Typical and Effective School, reflect on which practices your school has implemented and where your school needs to improve. If your school does not have all the practices implemented of a “Typical School,” the school would rate itself a “1”; if the school has more implemented than a “Typical School” but less than an “Effective School,” it would rank itself as a “3”.
Theory of Action

Based on the School Effectiveness Framework, schools worked with their Network to create a Theory of Action that identified key levers to improve student achievement. The Theory of Action is the story line that makes a vision and a strategy concrete and states the causal relationship between what you do and the result that will follow from that in the classroom. It also serves to set school goals, identify key levers, describe intended impact on instructional core, and identify metrics to monitor progress.

Schools should reference their Theory of Action when identifying the strategic priorities for the CIWP. Depending on the school’s template for their Theory of Action, a school may choose to include 3 to 5 of their Key Levers from the Theory of Action as strategic priorities.


Example of a Theory of Action Key Lever

IF we...  
Key Levers  
Support teacher teams in analyzing data and planning instruction

THEN we...  
Impact on Instructional Core  
Teachers will learn from each other and utilize more effective strategies

GOALS  
Student Achievement Measures  
80% of students will meet or exceed individual growth targets on NWEA by the end of the year
The Mission and Strategic Priority worksheet is where schools will update their mission statement and write in their priorities and implementation indicators for the CIWP. A strategic priority is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or the school administration behavior.

**Developing Strategic Priorities**

- **District Priorities**
  - Continuous Improvement
  - Framework for Teaching
  - Common Core
  - WHAT we teach
  - HOW we teach
  - College and Career Ready Students
  - Full School Day
  - TIME to teach

- **School Priorities**
  - Your school’s priorities should reflect the district priorities.
  - Some guiding questions:
    - How are we ensuring curricular alignment to standards?
    - How are we organizing our time to meet student learning and teacher collaboration needs?
    - How are we measuring our effectiveness in supporting the continuous improvement of instructional practice?

When developing strategic priorities, a school should refer to their Theory of Action as well as the larger District Priorities. Above are some guiding questions schools should reflect on when developing their strategic priorities.
## Completing the Mission & Priorities Worksheet

### 1. Mission Statement
A mission statement briefly outlines the what, how, and why of your school’s work. A good mission addresses how the school serves all learners’ unique needs and is developed through input from a variety of stakeholders. Type in your Mission Statement in the white text box under the heading “Mission Statement”.

For more information on writing your school’s Mission Statement, see Appendix A “Writing a Mission Statement”.

### 2. Strategic Priorities
Complete the Strategic Priority section by developing 3 to 5 strategic priorities to be implemented. In the designated cell, schools will write the description of their priority. Each priority description should be a full sentence that defines a distinct area of focus around which an action plan will be developed.

### 3. Rationale
For each priority, provide a Rationale using these guiding questions:
- What data (e.g. student achievement, SEF) did you use to determine the priority?
- How does this priority impact instruction?
- How does this priority help you to achieve your goals?
## Strategic Priority & Rationale Examples

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implement RTI</strong></td>
<td>Weak</td>
<td>Strong</td>
</tr>
<tr>
<td>Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.</td>
<td>By providing reading and math intervention our NWEA scores will increase.</td>
<td></td>
</tr>
</tbody>
</table>

| **Implement Common Core State Standards** | Weak | Strong |
| Teachers deliver Common Core aligned literacy instructions supported by high quality texts | The rigor of our reading instruction will increase in the implementation of Common Core. |

| **Create a whole school positive behavior support model** | Weak | Strong |
| Teachers will effectively use CHAMPS as part of a whole school positive behavior support model | Increase classroom management will be necessary when implementing Common Core. |

<table>
<thead>
<tr>
<th><strong>Rationale</strong></th>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>We scored our school a “2” in “Intervention” on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With a higher rate of misconducts (15 per 100), and students expressing they are as engaged from our My Voice, My School survey, we will need to improve our classroom management when increasing the rigor of our curriculum.
Action Plans

For each strategic priority, the CIWP team will develop an Action Plan. The Action Plan includes the specific milestones that need to occur in order for the priority to be implemented effectively. The Action Plan is divided into two parts: Action Plan and Monitoring. Schools will complete an Action Plan for each of the 3 to 5 priorities developed.

1. **Strategic Priority Description & Rationale**
   At the top of the page, the strategic priority description and rationale is populated from entries in the Priorities worksheet. It serves as a quick reference to know which priority you are developing or monitoring.

2. **Milestones**
   The CIWP team will develop milestones that lead to the full implementation of the priority. Milestones should be specific, measurable, attainable, realistic and timely (SMART).

**Developing Milestones:** When developing milestones, do not confuse them with Activities or Action Items. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Timely). See page 16 for examples on good milestones.
### Milestone Examples

<table>
<thead>
<tr>
<th>Vague</th>
<th>Strong Example</th>
<th>Overly Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver professional development for Common Core</td>
<td>Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade band</td>
<td>Nominate Teacher Leader to deliver Professional Development</td>
</tr>
<tr>
<td>Audit and invest in Common Core aligned texts.</td>
<td>In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts</td>
<td>Order text sets to support increased nonfiction focus in 6th grade classrooms</td>
</tr>
<tr>
<td>All teachers use CHAMPS</td>
<td>Conduct teacher observations in all K-6 grades during at least one instructional activity.</td>
<td>Teacher leader models the use of CHAMPS during the Read Aloud for grades 3-5.</td>
</tr>
</tbody>
</table>

### 3. Action Plan Details

For each milestone, you will need to enter the category type, student group served, responsible party, and timeline. After these are entered, you will be able to sort and/or filter by these categories.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Examples/Drop Down List</th>
</tr>
</thead>
</table>
| Category | The Category is a way to group milestones. This may help you when budgeting and conceptualizing what type of activities will be required for that priority. You will need to select the category from a drop down list. | • After School/Extended Day  
• Equipment/Technology  
• ILT/Teacher Teams  
• Instruction  
• Instructional Materials  
• LSC/PAC/PTA  
• Parental Involvement  
• Professional Development  
• Staffing  
• Supplies  
• Other |
| Students Served | The students served column is to indicate what student population the milestone is serving. | • All  
• English Language Learners  
• Students with disabilities  
• Other Target Group  
• Not Applicable |
| Responsible Party | The responsible party is the person or group of people (i.e. ILT) that will be responsible for ensuring the milestone is met. | This is a text box that could include individual names, titles or groups. |
| Timeline | The timeline includes two columns with drop down lists that will indicate the quarter the milestone should be started and the quarter by which it should be completed. | • Quarter 1  
• Quarter 2  
• Quarter 3  
• Quarter 4  
• Ongoing  
• Summer 2012  
• Summer 2013 |
The CIWP Summary Page is populated with entries from all the worksheets in the CIWP. It is a quick guide the principal can use to communicate the CIWP to stakeholders, such as LSC members and parents.

The Summary Page is a snapshot that includes the school’s mission, strategic priorities, and a chart of the school’s student performance goals.
## Approval Process

When the CIWP and Budget are complete, they will both need to be approved together. LSCs, PACs and Networks will use the Approval Form to sign off on both the school’s budget and CIWP. An amendment form is being created and will be available by the start of SY2013. **Please note that parent and teacher participation in the planning process is required by all schools.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Principal should check off that all the required components are completed and included in the plan.</td>
</tr>
<tr>
<td>2.</td>
<td>For schools that are <strong>not on probation</strong>, LSC approval is required. This section allows the LSC to record whether it has been approved, the number of each vote, and the signature of the LSC and PAC chair.</td>
</tr>
<tr>
<td>3.</td>
<td>For schools on probation and/or in NCLB school improvement status, Network Chief of Schools approval is required. The Network Chief of Schools should sign and date the approval form. Although not required for schools on probation, LSC and PAC approval is also highly recommended.</td>
</tr>
</tbody>
</table>
Monitoring

Throughout the year, ILT’s should use the Monitoring section built into each priority’s Action Plan to track the school’s progress and update the CIWP. Networks may establish a periodic check-in process with schools as well.

1. The “Status” column contains a drop down to update whether the milestone is completed, postponed, cancelled, on-track, behind, or critically behind.

2. For milestones that are postponed, behind, or critically behind, the ILT will document any comments or next steps that will be taken. New milestones can also be added. **Note: Mark milestones as “Cancelled” instead of deleting them.**
Ancillary Documents

The CIWP serves as the school’s strategic planning process, and was designed to be as streamlined as possible. To ensure all compliance requirements are met, some schools will have other plans to complete. The table below outlines the additional plans and which schools should complete them.

All related plans are grouped together on a single MS Excel workbook that is separate from the CIWP workbook. This workbook can also be downloaded from [www.cps.edu/ciwp](http://www.cps.edu/ciwp).

<table>
<thead>
<tr>
<th>Related Plan</th>
<th>Who is required to complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Plan/Compact</td>
<td>Title I schools only</td>
</tr>
<tr>
<td>Fund Compliance</td>
<td>Schools receiving Title I and/or SGSA funds</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>Title I schools making any furniture or equipment purchases of $500 or more</td>
</tr>
<tr>
<td>Attendance Plan</td>
<td>Schools with a 2010-2011 attendance rate less than 95%</td>
</tr>
</tbody>
</table>
Parent Compact and Parental Involvement Policy

The Parent Plan is a description of how parents will be specifically involved with their children’s education and school. The Parent Plan worksheet includes the Parent Compact information as well as the Parental Involvement Policy. The Title I Part A NCLB Parent Involvement Budget Plan is still required and must be turned into the Local School Relations department.

Because the Parent Compact and Parental Involvement policy must be reviewed and approved by your Parent Advisory Council (PAC), it may be beneficial to work with your PAC to develop your Parent Plan, which requires you to provide descriptions of how parents will be involved in specific aspects of their children’s education.

Completing the Parent Plans

1. Select your school’s name from the drop down list at the top (Your School ID, Network, ISBE ID, and Oracle ID will automatically populate from your selection).

2. Read each statement and use the open cells to describe how each component will be accomplished at your school.
Capital Outlay

Capital Outlay refers to the money to be spent on furniture and equipment at the school.

In the Capital Outlay worksheet, schools will compile a list of the furniture and equipment with a unit cost of $500 or greater that they plan to purchase in the upcoming year using NCLB or SGSA funds.

Completing the Capital Outlay Worksheet

1. Select your school’s name from the drop down list in the section “Capital Outlay.” (Your School ID, Network, ISBE ID, and Oracle ID will automatically populate from your selection).

2. Enter the Description, Use, and Location of the furniture/equipment along with Funding Source, Program #, Account #, Unit Cost, and Quantity.

3. Total Cost will be calculated automatically.
**Fund Compliance**

The Fund Compliance and Assurances section is only completed by schools receiving Title I funds. This section allows schools to describe how they will use the activities identified in the CIWP to improve the academic achievement of students. Complete the questions based on the NCLB Title I funds your school receives, either School wide or Targeted Assistance. Typically, schools are only identified as targeted assistance their first year receiving NCLB Title I funds.

**Completing the Fund Compliance Worksheet**

1. Select your school’s name from the drop down list in the section “Fund Compliance and Assurances.” (Your School ID, Network, ISBE ID, and Oracle ID will automatically populate from your selection).

2. Under “Fund Compliance and Assurances,” check the box next to the type of funding your school receives

3. Complete all sections that apply to your school’s funding category (SGSA Compliance, Title I Schoolwide and/or Title I Targeted Assistance)
**Attendance Plan**

In the Attendance Plan, schools will identify specific strategies for Communication, Prevention, and Intervention that will be used and include information about the personnel responsible for the collection, monitoring, and accurate reporting of daily student attendance. An Attendance Plan is only required for schools with an attendance rate less than 95% in the 2010 – 2011 school year.

**Completing the Attendance Plan**

1. Select your school’s name from the drop down list in the section “Attendance Plan.” (Your School ID and Network will automatically populate from your selection).

2. In the space provided, explain actions the school will take in each of the three component areas: Communication, Prevention, and Intervention.
APPENDIX A: Writing a Mission Statement

A mission statement briefly outlines the what, how, and why of your school’s work. A good mission addresses how the school serves all learners’ unique needs and is developed through input from a variety of stakeholders.

Revising or Creating a New Mission Statement

What is the ideal outcome of the school’s efforts? What do you want for students academically and socially? This should be a general statement that encompasses all curricular areas and speaks to the “whole child.”

What is unique about how your school provides the environment in which this outcome can be achieved? For example, does your school have a theme or philosophy that guides your work?

What is the role of staff, students, and parents in making this happen? A mission statement usually incorporates an action verb such as “provide”, “pursue”, or “create.”

Pull it together to create a mission statement.

Evaluating your Mission Statement:

Does your Mission Statement include the criteria below?

<table>
<thead>
<tr>
<th>The Mission Statement:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is short and sharply focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is clear and easily understood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defines why we do what we do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encompasses the work of the entire staff and student body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspires our commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says what we want to be remembered for</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>