John Marshall Metropolitan High School

West Side High School Network

3250 W Adams St Chicago, IL 60624

ISBE ID: 150162990250029

School ID: 609723

Oracle ID: 47041

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide all students with a quality education, including effective communication, critical thinking, and relationship building skills which will ensure that all students are prepared to be productive citizens in our global society.
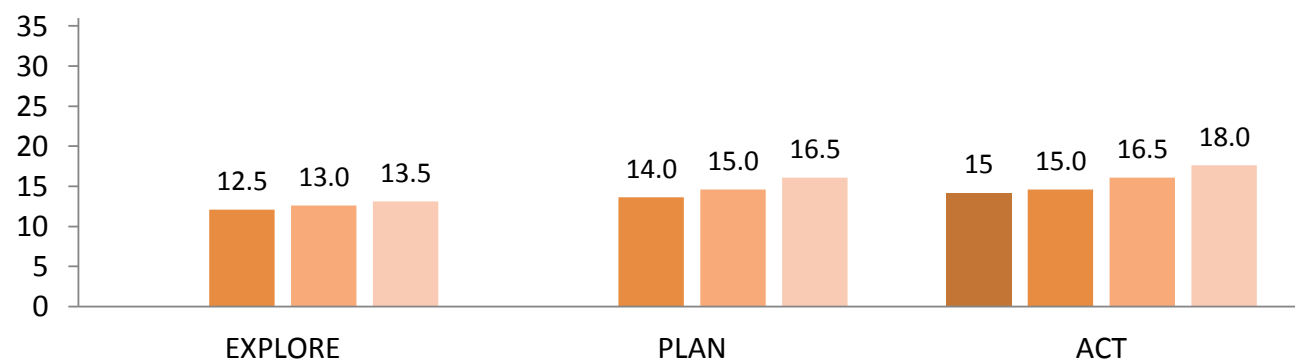
Strategic Priorities

1. Frequent high-quality classroom assessment aligned with the Common Core Standards in English Language Arts and Math. Develop systems to monitor and support frequent high-quality classroom assessment using a strategy called Review-Focus-Stretch(RFS). RFS is designed to support active teaching of higher-order thinking

2. Use REACH Evaluation System for building teacher capacity through individual coaching cycles and collective learning in common areas of need. The evaluation system's Pre-ob and Post-ob cycle will be used to build relationships, set goals, and establish common lens for the CPS Teaching Framework. In addition, information

3. Invest more deeply in grade level teams as first-responders for students at risk and as coordinators of grade-level curricular content. To date, the primary focus of grade level teams has been to design and share strategies for supporting individual students. During 2012-13, information systems will be developed to bring
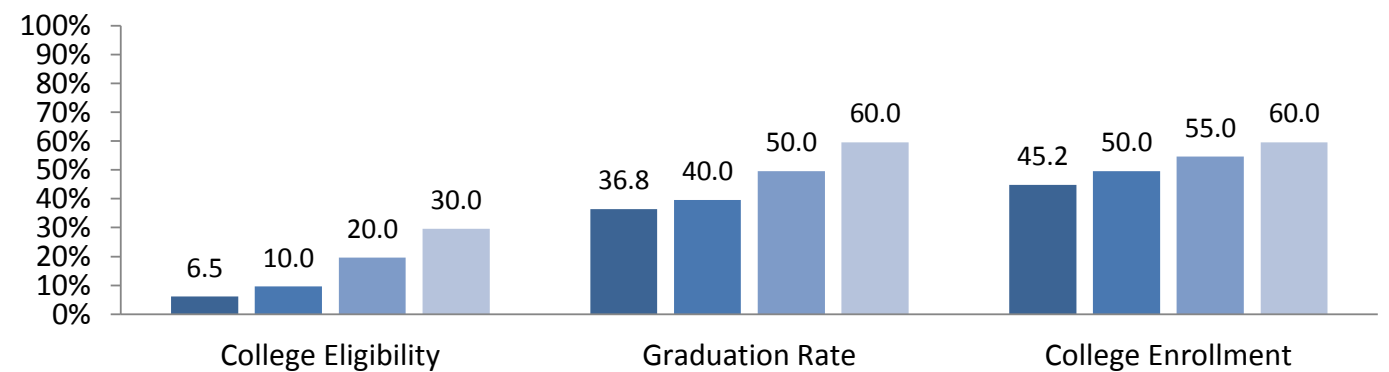
School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

Assessment	SY2012	SY2013	SY2014
EXPLORE	12.5	13.0	13.5
PLAN	14.0	15.0	16.5
ACT (SY2011: 15)	15.0	16.5	18.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

Metric	SY2011	SY2012	SY2013	SY2014
College Eligibility	6.5	10.0	20.0	30.0
Graduation Rate	36.8	40.0	50.0	60.0
College Enrollment	45.2	50.0	55.0	60.0

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:	John Marshall Metropolitan High 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
Angel Johnson	Principal
Jeffrey Matula	Assistant Principal
Ayesha El-Amin-Calhoun	Assistant Principal
Dionne Kirksey	Lead/ Resource Teacher
Vernita Sims	Lead/ Resource Teacher
Elizabeth Chambers	Counselor/Case Manager
Jennifer Jones	Classroom Teacher
Kimberly Hall	Classroom Teacher
Matthew Clam	Counselor/Case Manager
Felicia Smith	LSC Member
Tyrese Graham	Classroom Teacher
Kyle Birch	Classroom Teacher

High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	12.3	12.5	13.0	13.5
10th Grade - PLAN Average PLAN score	✕	13.8	14.0	15.0	16.5
11th Grade - ACT Average ACT score	14.6	NDA	15.0	16.5	18.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	6.5	10.0	20.0	30.0
5-Year Graduation Rate % of students who have graduated within 5 years	36.8	40.0	50.0	60.0
College Enrollment % of graduates enrolled in college	45.2	50.0	55.0	60.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.5	3.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.5	3.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	74.1	76.0	80.0	82.0
Freshman On-Track % of Freshman Students on-track	55.2	75.0	90.0	95.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	42.9	30.0	20.0	15.0
Sophomore On-Track % of Sophomore students on track	54.3	75.0	90.0	95.0

High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	9.7	10.0	20.0	40.0	**PSAE Reading** % of students exceeding state standards	0.0	0.0	5.0	10.0
PSAE Mathematics % of students meeting or exceeding state standards	4.8	10.0	20.0	40.0	**PSAE Mathematics** % of students exceeding state standards	0.0	0.0	5.0	10.0
PSAE Science % of students meeting or exceeding state standards	2.4	10.0	15.0	30.0	**PSAE Science** % of students exceeding state standards	0.0	0.0	5.0	10.0

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***	-->		**2**
	• 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.	• 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.	School has list/collection of priorities with no clear theory of action. PLC professional development schedules are not coherent with larger instructional goal, instead they have pre-determined schedule of protocols. School does have measurable goals for variety of priorities, including attendance rate, number of behavior Infractions, and post-secondary acceptance. Ie. Student achievement goal is 40% Making Expected Gains as a whole school on EPAS testing cycle.	
	Principal Leadership	-->		**2**
	• 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.	• 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.	Professional learning is organized through whole staff development but not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal is monitors instructional practice for teachers but professional development is coordinated by organization that is off-site. Monthly family and community meetings are held to communicate school performance, student learning goals, and opportunities for involvement.	

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
Teacher Leadership	-->		1
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	A core group of teachers performs most of the leadership duties in the school. Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	

Date Stamp November 22, 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
Instructional Leadership Team (ILT)	--->		**1**
• 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.	• 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	The ILT only represents teachers in certain departments. It does not represent grade levels, special education, or counseling. It very rarely deals with day-to-day operational concerns and never deals with the social emotional needs of students. Development at the teacher level is carried out by ILT but not necessarily coordinated by ILT. 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.	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	We do have systematic approach to analyzing data and it's done on an ongoing basis in departments. Our adjustments are made in regards to focus of the instruction and support students but not always to support teachers.	

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 2: Core Instruction	*Curriculum*	-->		**1**
	• 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.	• 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.	Curricular pacing/scope and sequence is determined by individual teacher or course teams but there is weak alignment vertically. We need to align our current curriculum to standards and grade level recommendations of Common Core. Each course team develops common units of instruction and assessments aligned to standards.	
	Instructional materials	-->		**3**
	• 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.	• 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).	Instructional materials are aligned to standards and supportive of students of varying abilities.	

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.

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
Assessment	-->		**2**
• 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.	• 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.	School-wide, teacher team and classroom data is organized and available to all after each assessment, but the set of assessments need to be expanded. There are not enough formative or diagnostic benchmarks. Assessment methods are aligned standards and being assessed for mastery. We need to improve at assessing for reasoning proficiency, performance skills and ability to create products.	

Date Stamp November 22, 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
Instruction	--->		**2**
• 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.	• 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.	Teachers clearly communicate standards-based learning objective and purposefully sequence and align standards-based objectives, but deep understanding and relevance of learning is inconsistent. Formative assessment during instruction used occasionally or inconsistently between teachers.	

Date Stamp November 22, 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
Intervention	--->		**2**
• 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.	• 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.	Interventions include small group instruction, double blocks in literacy and mathematics, push-in support provided by speacialist and there are additional supports outside the classroom. On the other hand, decision-making about how to deterimine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monintored. The intervention options are not limited but one-size-fits-all is way too common, making it difficult to find a targeted solution to address a particular students needs.	
Whole staff professional development	--->		**2**
• 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.	• 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.	Quality, effectiveness or relevance of professional development is not monitored. We do not have method for continually monitoring the effectiveness of pd, nor do we have school-wide structures that ensure relevance to teachers.	

Professional Learning

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 3: I	*Grade-level and/or course teams*	-->		**1**
	• 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.	• 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.	Teachers meet regularly but it is focused on a mix of activities - planning, professional development, and data analysis - that changes week to week. Teachers do have protocols in place for team collaboration, but don't do it in regular cycles to analyze formative assessment data and plan weekly instruction. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.	
	Instructional coaching	-->		**3**
	• 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.	• 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.	We have a coaching plan with classroom visitation that idenitifies teacher needs and gives them individual professional development. The routine and quality of feedback are inconsistent, but it is in place.	

Date Stamp November 22, 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 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	We have a strong advisory curriculum that builds a college-going culture. We are typical school where only some staff members reinforce expectations for all students to aspire to college and career ready standards.	
	Relationships	-->		**1**
	• 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.	• 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.	We are a typical school. Patterns of interaction between adults and students and among students are inconsistent and only some students form bonds with adult advocates.	
	Behavior& Safety	-->		**3**
	• 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.	• 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.	We are on the verge of being an effective school with our students discipline plan. It has tiered approach that recognizes and builds on positive behavior. The staff has clearly established safe and welcoming school environment.	

Date Stamp November 22, 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
	Expectations	-->		**2**
DIMENSION 5: Family and Community Engagement	• 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.	• 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.	Grade level teams hold parent teacher conferences at semester to provide clear information for families on student performance expectations.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Teachers, teacher mentors, home liasons, deans, social workers, and counselors engage in ongoing, two way communication with families. Grade level teams have townhall meetings and hold extra parent teacher conferences.	
	Bonding	-->		**3**
	• 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.	• 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.	The school establishes a non-threatening welcoming environment with authentic and engaging activities in the school community. We have hosted student performances, community events, and local business hiring sessions.	

Date Stamp November 22, 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
Specialized support	--->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Our student advocate makes weekly home visits.	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• 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 provide early and ongoing exposure to experiences including trips to local colleges, but the exposure is inconsistent over students high school careers.	
Academic Planning	--->		**2**
• 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.	• 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 don't offer any AP courses.	
Enrichment & Extracurricular Engagement	--->		**2**
• 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.	• 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.	Extracurricular activities exist but are limited in scope and students may not purposefully involved in activities that align with their strengths and needs.	

6: College and Career Readiness Supports

Date Stamp November 22, 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
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school hosts college fairs and does multiple college visits during the year.	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	We have college and career coach that consistently provides students and families with information.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	We have counselor and college career coach dedicated to seniors and their needs.	

Date Stamp November 22, 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	**Use of Discretionary Resources**	-->		**2**
	• 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.	• 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.	School discretionary funding is inconsistenly aligned to identified needs and priorities.	
	Building a Team	-->		**3**
	• 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.	• 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.	Marshall actively works to build a pool of potential staff members through internships. We had two student teachers this past year and another three undergrad students doing regular observations. We have also agreed to multiple internships for summer school. In addition, the Office of School Improvement has advanced multi-step interview process that includes classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.	
	Use of Time	-->		**2**
	• 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.	• 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.	We are on verge of having effective school when it comes to use of time, but interventions for struggling students is inconsistent and too often at the discretion/initiative of individual teachers.	

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 all students with a quality education, including effective communication, critical thinking, and relationship building skills which will ensure that all students are prepared to be productive citizens in our global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	**Frequent high-quality classroom assessment aligned with the Common Core Standards in English Language Arts and Math.** Develop systems to monitor and support frequent high-quality classroom assessment using a strategy called Review-Focus-Stretch(RFS). RFS is designed to support active teaching of higher-order thinking skills and active struggle with underlying concepts to achieve the deep understanding that is expected by the Common Core Standards. The system will require Academic Department Chairs(ADCs) to become "lead learners" in the process in ways that increase their capacity to lead and support teacher learning in their respective departments.	During the 2011-12 school year, there was growing recognition within the Admininstration and ILT that higher order thinking skills were under-represented in day-to-day instruction. Achievement growth from EXPLORE to PLAN is a powerful indicator of curricular and instructional expectations during freshman year. Marshall's EXPLORE to PLAN data showed a consistent inverse relationship between student achievement at entry and the likelihood students will make expected gains. The higher a student's EXPLORE score is, the better the chances are the he or she will not make expected gains. The clear implication is that current instructional practices are not challenging those students who enter school most ready to meet college readiness standards for Grade 11. Marshall HS needs to use next year's Common Core implementation to impact the technical core of classroom instruction by creating a system that helps and expects teachers to learn better ways to assess deep understanding and higher order thinking skills more frequently and effectively in their daily work.
2	**Use REACH Evaluation System for building teacher capacity through individual coaching cycles and collective learning in common areas of need.** The evaluation system's Pre-ob and Post-ob cycle will be used to build relationships, set goals, and establish common lens for the CPS Teaching Framework. In addition, information systems will be developed to track all observations and summarize instructional efforts, so we can organize collaborative learning and professional development around these common issues for collective learning.	As we enter our third year of Turnaround, Marshall has an inexperienced staff that includes twenty seven probationary assigned teachers. Weak coaching cycles and a miscalculation of the readiness of these teachers has resulted in instructional deficiencies and a steady rise in level 1, 2, and 3 misconducts. The REACH evaluation system gives us an opportunity to not only build capacity with individual teachers through intensive individualized coaching cycles, but it also allows us to identify common issues for small- and large group collaboration and collective learning.

3	**Invest more deeply in grade level teams as first-responders for students at risk and as coordinators of grade-level curricular content.** To date, the primary focus of grade level teams has been to design and share strategies for supporting individual students. During 2012-13, information systems will be developed to bring greater focus, follow-through and accountability to this work by tracking the pace and effectiveness of interventions over time. One set of systems will be used to produce weekly D and F and missed-assignment reports for analysis by grade-level teams. Another set of systems will track/summarize faculty logging and intervention activities to support individual and team PM activities for identified students at-risk. Grade level teams will also assume responsibility for reviewing instructional units that students at each grade level will be experiencing each quarter. The purpose of these quarterly reviews will be to identify and target opportunities to reinforce common literacy-development strategies across curricular boundaries that support the implementation of the Common Core.	During the 2011-12 school year, there was growing recognition within the Admininstration that Marshall's Pod structure was insufficient for supporting students as failure rates hit alarming levels. To reverse this trend and improve effectiveness, Marshall needs informations systems that will bring greater support and accountability to the work of grade level teams. Our system needs to identify the cognitive and social-emotional needs of students, who require additional support, and monitor the progress of the interventions over time. In addition, the goals of the Common Core, and their focus on deeper understanding, present challenges that will be difficult to meet without stronger, more intentional focus on common literacy strategies across curricular boundaries. Grade level teams are the best available place to begin that work.	
4	Optional		
5	Optional		

Date Stamp November 22, 2012

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
Frequent high-quality classroom assessment aligned with the Common Core Standards in English Language Arts and Math. Develop systems to monitor and support frequent high-quality classroom assessment using a strategy called Review-Focus-Stretch(RFS). RFS is designed to support active teaching of higher-order thinking skills and active struggle with underlying concepts to achieve the deep understanding that is expected by the Common Core	During the 2011-12 school year, there was growing recognition within the Admininstration and ILT that higher order thinking skills were under-represented in day-to-day instruction. Achievement growth from EXPLORE to PLAN is a powerful indicator of curricular and instructional expectations during freshman year. Marshall's EXPLORE to PLAN data showed a consistent inverse relationship between student achievement at entry and the

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ADCs and CCSS Lead Teachers develop expertise through network professional development sessions and by planning Common Core aligned units.	Professional Development	All	ILT	Summer 2012	On-going		
ADCs produce weekly RFS assessments for the classes they teach and track/document response frequencies for those assessments.	Professional Development	All	ILT	Summer 2012	On-going		
ADCs report and demonstrate increasing efficiency with RFS production, keeping up with grading, and having RFS assessments ready for review at each week's ILT meeting.	Instructional Materials	All	ILT	On-going	On-going		
ADCs report and demonstate increasing proficiency in using RFS analysis to identify misconceptions and patterns of thinking that require additional attention or re-teaching	Instruction	All	ILT	On-going	On-going		
ADCs report and demonstate increasing proficiency in learning from each other about various procedures and strategies for improving RFS implementaton.	Professional Development	All	ILT	On-going	On-going		
ADCs report and demonstate increasing proficiency with engaging students in analysis of RFS results that highlights misconceptions and patterns of thinking which require additional attention or re-teaching	Instruction	All	ILT	On-going	On-going		
It is evident in classroom observations and student reports that ADCs are clearly communicating the complexity characteristics which define different levels of understanding of unit goals and objectives, e.g. charactistics that distinguish 13-15 understandings from 16-19 understandings from 20-23 understandings on the ACT/EPAS scale.	Instruction	All	ILT	On-going	On-going		

Strategic Priority 1

ADCs complete an interim assessment of strengths and limitations of RFS implementation to date and draw on this assessment to complete a plan of action for expanding initial RFS implementation to all department members in each core subject area.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Teachers report and demonstrate increasing efficiency with RFS production, keeping up with grading, and having the RFS assessments ready for review at each week's ILT meeting.	Instructional Materials	All	Teachers	Quarter 1	On-going		
Teachers report and demonstate increasing proficiency in using RFS analysis to identify misconceptions and patterns of thinking that require additional attention or re-teaching.	Instruction	All	Teachers	Quarter 1	On-going		
Teachers report and demonstate increasing proficiency with engaging students in analysis of RFS results that highlights misconceptions and patterns of thinking which require additional attention or re-teaching.	Instruction	All	Teachers	Quarter 1	On-going		
It is evident in classroom observations and student reports that teachers are clearly communicating the complexity characteristics which define different levels of understanding of unit goals and objectives, e.g. charactistics that distinguish 13-15 understandings from 16-19 understandings from 20-23 understandings on the ACT/EPAS scale.	Instruction	All	Teachers	Quarter 1	On-going		
Performance task and standardized assessment results are analyzed twice a semester to assess progress and problems, new targets and areas of emphasis are set for the next cycle of inquiry.	Instruction	All	ILT	Summer 2012	On-going		
School-wide and department-level information systems upgraded to support timely organization, disaggregation and analysis of weekly R-F-S cycles; faculty and leadership surveyed to identify next generation of systems upgrades needed to deepen R-F-S strategies.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Use REACH Evaluation System for building teacher capacity through individual coaching cycles and collective learning in common areas of need. The evaluation system's Pre-ob and Post-ob cycle will be used to build relationships, set goals, and establish common lens for the CPS Teaching Framework. In addition, information systems will be developed to track all observations and summarize instructional efforts, so we can organize collaborative learning	As we enter our third year of Turnaround, Marshall has an inexperienced staff that includes twenty seven probationary assigned teachers. Weak coaching cycles and a miscalculation of the readiness of these teachers has resulted in instructional deficiencies and a steady rise in level 1, 2, and 3 misconducts. The REACH evaluation system gives us an opportunity to not only build capacity with individual teachers through intensive

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School-wide information systems developed to collect, organize, and summarize observation data on a monthly basis.	Professional Development	All	ILT	On-going	On-going		
Evaluators meet with teachers to set individualized instructional goals.	Professional Development	All	ILT	On-going	On-going		
Initial expectations for schoolwide instructional focus formalized and communicated to all faculty.	Professional Development	All	Admin	On-going	On-going		
First round of observation cycle completed by end of October, observation data reviewed by school-wide instructional leadership team; common areas of need summarized and communicated to full faculty.	Professional Development	All	Admin	On-going	On-going		
Full PD session devoted to teacher learning activities differentiated by common areas of need.	Professional Development	All	ILT	On-going	On-going		
School-wide instructional leadership team develops/refines pd strategies, protocols and school-wide support systems to help teachers with process.	Professional Development	All	ILT	On-going	On-going		
Second round of observation cycle completed by end of December, observation data reviewed by school-wide instructional leadership team; common areas of need summarized and communicated to full faculty, and full PD session devoted to common areas of need.	Professional Development	All	Teachers	Summer 2012	Summer 2012		
Full PD session devoted to teacher learning activities differentiated by common areas of need	Professional Development	All	Teachers	Quarter 1	On-going		
Students surveyed on instructional patterns and perceptions; survey results reviewed/discussed by ILT and summarized/dissminated back to teachers.	Professional Development	All	Teachers	Quarter 2	On-going		

Strategic Priority 2

Evaluators meet with teachers to update individualized instructional goals.	Professional Development	All	Teachers	Quarter 2	On-going		
Full PD session devoted to review and formative assessment of teacher learning activity during the first quarter and opportunities/challenges for future activity during the 2nd Semester.	Professional Development	All	Teachers	Quarter 2	On-going		
Each teacher surveyed on perceptions and challenges of observation system; survey results reviewed/discussed by ILT and summarized/disseminated back to each teacher.	Professional Development	All	Teachers	Quarter 2	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
Invest more deeply in grade level teams as first-responders for students at risk and as coordinators of grade-level curricular content. To date, the primary focus of grade level teams has been to design and share strategies for supporting individual students. During 2012-13, information systems will be developed to bring greater focus, follow through and accountability to this work by tracking the pace and effectiveness of interventions over time. One set	During the 2011-12 school year, there was growing recognition within the Adminstration that Marshall's Pod structure was insufficient for supporting students as failure rates hit alarming levels. To reverse this trend and improve effectiveness, Marshall needs informations systems that will bring greater support and accountability to the work of grade level teams. Our system needs to identify the cognitive and social-emotional needs of

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School-wide and grade-level information systems developed to collect, organize, summarize and report back D & F and missing-assignment data on a weekly basis.	Instruction	All	Teachers	Summer 2012	On-going		
Student intervention study group organized to develop/refine intervention strategies, protocols and school-wide support systems to help teacher-advisors intervene successfully with students at-risk.	Instruction	All	Grade Level Leads	Summer 2012	On-going		
Initial expectations for teacher logging and advisor Intervention sequences formalized and communicated to all faculty.	Instruction	All	Teachers	Summer 2012	On-going		
Options for cross-curricular coordination during the first quarter identified at for each grade level.	Instruction	All	Grade Level Leads	Summer 2012	On-going		
Faculty feedback acquired from all grade level team about grade-level information systems, intervention protocols, and cross-curricular coordination; system modifications and 1st quarter goals finalized by school-wide instructional leadership team.	Instruction	All	Grade Level Leads	Quarter 1	On-going		
Teachers produce weekly D and F and missing assignment reports for the classes they teach.	Instruction	All	Teachers	Quarter 1	On-going		
Teachers log intervention activities for students at-risk on a weekly basis.	Instruction	All	Teachers	Quarter 1	On-going		
Grade Level Leads (GLLs) monitor the production of all reports and logging of interventions.	Instruction	All	Grade Level Leads	Quarter 1	On-going		
First 3 weeks of D/F and missing assignment reportage reviewed by GLLs and ILT; faculty participation rates and advisor intervention needs summarized and communicated to full faculty.	Instruction	All	Teachers	Quarter 1	On-going		

Strategic Priority 3

Each grade level teams surveyed on perceptions and challenges associated with D/F and missing assignment reportage, initial advisor interventions and initial cross-curricular coordination efforts; survey results reviewed/discussed by GLLs and ILT and summarized/disseminated back to each grade level team; 1st weeks of D/F and missing assignment reportage reviewed by GLLs and ILT and summarized/reported back to each grade level team	Instruction	All	Teachers	Quarter 1	On-going		
Full half-day PD session devoted to review and formative assessment of D/F and missing assignment systems and intervention protocols.	Instruction	All	Teachers	Quarter 1	On-going		
Full half-day PD session devoted to review and formative assessment of cross-curricular coordination activity during the first quarter and opportunities/challenges for future activity during the 2nd and 3rd quarters.	Instruction	All	Teachers	Quarter 1	On-going		
Student intervention study group conducts focus groups with a representative sample of students identified at-risk (based on D/F and missing assignment reports) to identify and communicate Student perceptions and challenges that are leading to academica falure during the first five weeks of school.	Instruction	All	Teachers	Quarter 1	On-going		

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

Action Plan   Monitoring

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

CIWP

**2012-2014 Continuous
Improvement Work Plan**

John Marshall Metropolitan High School

CHICAGO
PUBLIC
SCHOOLS | CPS

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