



Alice L Barnard Computer Math & Science Ctr ES

2012-2014 Continuous Improvement Work Plan

Rock Island Elementary Network
10354 S Charles St Chicago, IL 60643
ISBE ID: 150162990252066
School ID: 609788
Oracle ID: 22131



Mission Statement

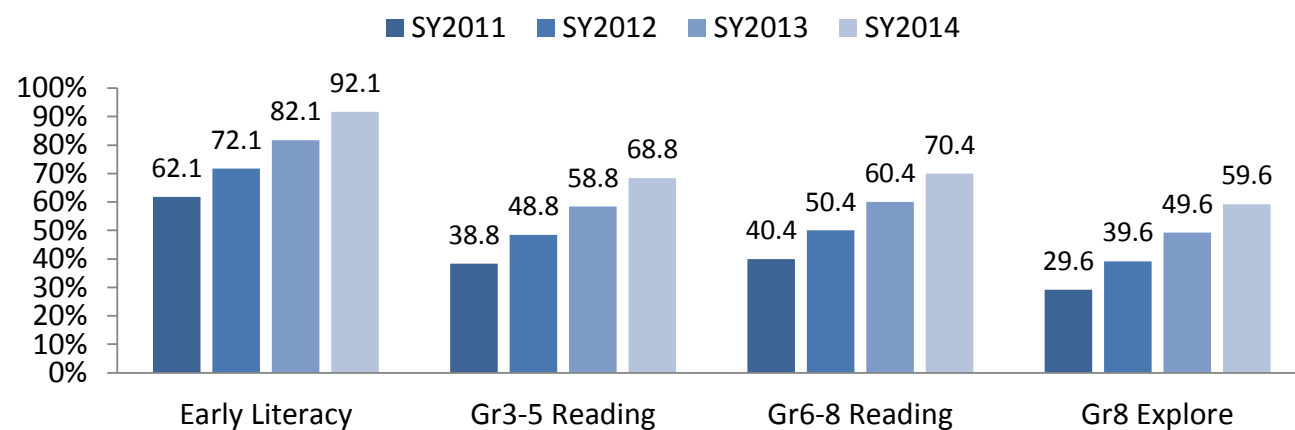
The Barnard Computer, Math and Science mission is one of excellence in education for the twenty-first century learner. We aim to develop students who are college and career ready, life long learners and influential leaders who are ready to compete in the global society.

Strategic Priorities

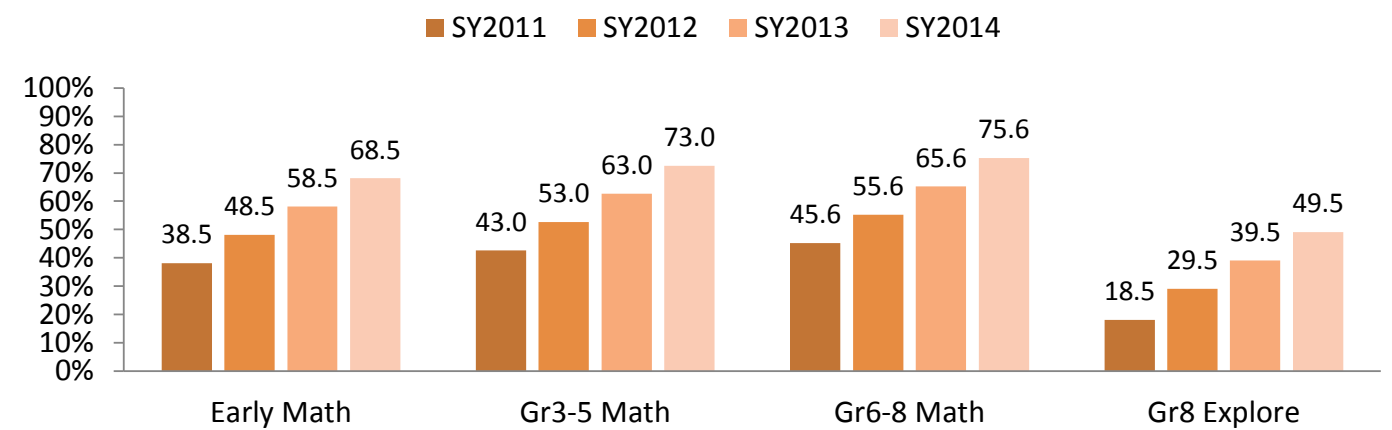
1. Provide weekly 90 minute accelerated and intervention performance bands for reading and math to all students in grades 3-8 based on the NWEA scores and monitor progress.
2. Provide students in grades K-2 with a variety of types and levels of text to increase comprehension and text complexity
3. Provide engaging math performance tasks that include real world application and/or exploration enrichment activities in grades K-8.
4. Provide a middle years math curriculum that aligns the Common Core College Readiness Standards and instructional materials.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Alice L Barnard Computer Math & Science Ctr ES

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
Doris R. Jordan	Principal
Mildred Renee Nolan-Muhammad	Assistant Principal
Colleen Carroll	Classroom Teacher
Mary Jo Hosman	Lead/ Resource Teacher
Rgina Spivey-Wyatt	Special Education Faculty
Valerie Schiller	Classroom Teacher
Caroline Minter	Classroom Teacher
Michaelene Kelly - IB Coordinator	Lead/ Resource Teacher
Robin Mitchell	LSC Member
Cheryl McGill - PAC	Other



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	62.1	72.1	82.1	92.1		Early Math % of students at Benchmark on mClass	38.5	48.5	58.5	68.5
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.8	48.8	58.8	68.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.0	53.0	63.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.4	57.4	67.4	77.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.8	71.8	81.8	91.8
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.4	50.4	60.4	70.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	45.6	55.6	65.6	75.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.4	71.4	81.4	91.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.4	59.4	69.4	79.6
8th Grade										
Explore - Reading % of students at college readiness benchmark	29.6	39.6	49.6	59.6		Explore - Math % of students at college readiness benchmark	18.5	29.5	39.5	49.5



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6	96.6	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	28.5	18.5	13.5	8.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	79.7	89.7	99.7	100.0		ISAT - Reading % of students exceeding state standards	15.7	20.7	25.7	30.7
ISAT - Mathematics % of students meeting or exceeding state standards	89.0	95.0	99.0	100.0		ISAT - Mathematics % of students exceeding state standards	18.0	23.0	28.0	33.0
ISAT - Science % of students meeting or exceeding state standards	76.5	86.5	96.5	100.0		ISAT - Science % of students exceeding state standards	5.9	11.0	16.0	21.0

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
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Data has been analyzed at schoolwide, grade and classroom levels. Measurable goals have been established at annual 10% growth for reading and math K-8. We will continue to aggressively close the achievement gap until all students are college and career ready. During the 1st quarter we wrote our Theory of Action and identified key levers for the Core Instructional Program, Professional Learning System and Instructional Leadership.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal: collaborates with teachers at weekly vertical team meetings; principal has teachers complete a professional development needs assessment based on assesment data; principal meets with teachers biweekly to analyze classroom data and establish goals and review their action plan-lesson plan-etc.; principal conducts daily learning walks to monitor and ensure rigorous instuction; principal conducts formal observation using the Charlotte Danielsons Framework and provides immediate feedback; principal and ILT team provided teachers with PD on the Common Core Standard and the Explore Assessment; principal meets annually with parents/community to discuss school wide performance; principal leads staff in providing ISAT parent meetings, DIBELS and mClass parent meetings, EXPLORE parent meetings, math and literacy nights, poetry summits, grandparents night and quarterly assemblies.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>The ILT team consist of a representative from the primary, intermediate, upper and special education teachers All teachers participate in the development of the SIPAAA. Each SIPAAA committee has a teacher chairperson. Barnard has a reading coach. The RTi committee consists of the teaching assistant principal, counselor, resource teacher and a representative from the primary, intermediate and upper levels. The Core Foundations team consist of principal, teaching assistant principal, counselor and resource teacher. All teacher are members of a Foundations Team. The Lead Foundation Team consist of the principal, asst. principal, special ed. resource teacher and a special ed. teacher assistant. They attend quarterly meetings. Batrnard has aUnion Representative.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT team consist of a representative from the primary, intermediate, upper and special education teachers along with the counselor, reading coach, IB Coordinator, Assistant Principal and Principal.</p> <p>The ILT teams meets weekly to assess and monitor the implementation of the teachers action plans based on assessment data.</p> <p>The ILT team uses the Effective Team rubric to evaluate the team processes and effectiveness.</p>	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>We analyze data after each administration of the Scantron, DIBELS, mClass and ISAT. During this time we update and write action plans to address the areas of need and implement RTI (differentiate instruction).</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each teacher follows the the pacing/scope and sequence charts from the Rock Island network for reading/LA. The math classes follow the Connected Math and Everyday Math pacing charts. All textbooks are grade level appropriate and are aligned to the state standards. Teachers provide weekly lesson plans. All special needs students have grade appropriate material.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each teacher has instructional material for reading, math, science, social studies, writing and vocabulary that is aligned to the state standards. We use a consistent publisher per grade cycle and subject.</p> <p>Grades K-5 uses McGraw Hill - Imagine It for reading Grades 6-8 has McDougal Littell Literature Series for reading and Sadlier-Oxford Vocabualry. Grades K-5 uses Everyday Math and grades 6-8 uses Connected Math. Grades K-5 uses FOSS Science and grades 6-8 usesPrentice Hall,</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>DIBELS, Mclass math and Scantron assessments are administered three times a year. Teacher analyze data after each administration and write action plans to address the needs of all students. ISAT assessment is admimistered yearly. All teachers analyze the data and write action plans to address the needs of all students. Teachers analylze student work (projects, reading and math extended responses,and other performance task) at vertical team meetings.</p> <p>ILT members analyze school-wide assessment data and present the data to the staff. ILT and staff make recommendations for continuous academic improvement.</p> <p>For students with disabilities, teachers follow the students' IEPs for accommodations and modifications of assessments.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>It is schoolwide practice to write and discuss the subject objective and/or I Can Statement daily.</p> <p>All teachers have a flip chart with question stems for types of comprehension questions and Bloom's taxonomy critical thinking questions. The teachers use low and high end questions as observed through daily Walk-throughs or Learning Walks , informal and formal observations. Teachers use the Optimal Learning Model (I do, We do, You do). Teachers differentiate instruction daily and make accommodations and modifications for students with disabilities. Teachers sequence the lessons as prescribed by the Network's pacing charts,CMSI and/or textbook (Everyday Math) and student's needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Classroom teacher reviews test data(Scantron, DIBELS mCLASS and curriculum based assessments) student work and in class behavior. Teacher presents data to RTI coordinator and they decide on intervention strategies and the teacher follows the RTI process which includes progress monitoring. Teacher meets with RTI coordinator bi-weekly to discuss progress and to determine if another type of intervention is needed. The interventions are done with students based on Tier Level. The interventions we provide are in-class and for primary students</p> <p>We also provide pull-out intervention services. If student is not responding adequately to interventions, the teacher completes a referral and provides the special education team with progress monitoring data. The Team evaluates the data and detemines if an IEP is warranted. Students with special needs are given small group instuction by</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Teachers complete annually a professional development needs assessment based on analysis of assessment data, observations and overall goals.</p> <p>Professional development is done at vertical team meetings and professional development days. A professional development calendar is completed for each PD day. PD is well planned and prepared by leadership team. All materials and equipment needed for the PD is prepared ahead of time. All meetings (VT and PD) have an agenda and teachers sign-in.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>We have weekly Vertical Team Meetings on Wednesday. Primary, Intermediate and Upper cycle teams meet with the literacy coach and principal. The agendas are an outgrowth of the ILT Team Meeting on Tuesday. There is an ILT team member on each cycle team and a special education representative on the intermediate and upper team. The agendas includes LRE, reading, math instructional strategies, review of action plans, progress monitoring, schoolwide and grade level assessment analysis, Scantron reports, Walkthrough outcomes, analysis of student work etc.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Through observation and data analysis ,teachers are identified who require additional classroom support and coaching. Literacy coach meets with the teacher to guide in developing a coaching action plans. Literacy Coach helps form school smart goals to share and implement with teacher staff. Literacy coach meets with the principal to communicate progress and concerns. Principal conferences with teachers weekly and discusses data, action plans, and gives feedback on informal observations. The new teachers this year were for music and Spanish. New teachers meet weekly with the principal and literacy coach to discuss the Vertical Team agenda and their concerns. There is no formal coaching plan for new teachers. Classroom visitation by peers(Museum Walks) is one method of coaching. Feedback given to teachers: I Like....I Wonder..... regarding classroom environment</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Teachers have been introduced to common core standards and received their Common Core State Standards Handbook. The common core anchor standards for reading and math and text complexity have been reviewed with teachers. Teachers have identified read-alouds based on lexile and text complexity. We conducted an all staff PD meeting based on the Explore assessment which made all teachers aware of their grade level contribution to college and career readiness. Grade 8 has started to provide a college and career center consisting of a variety of literature about colleges, course work in college, and degrees.</p>	
	Relationships ----->			3
<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Classroom teachers support all students physically, emotionally and academically. Student Connection data from SIPPAAA 2010-2012 shows that 88% of students report that teachers and staff are supportive. Teachers collaborated in grade level meetings to identify strategies to support students. We are initiating a "15 Days of Caring" activity to address how students treat each other, school staff, and bullying. This begin April 20th. In January we had an Anti-Bullying assembly. Students with disabilities are included in all extra-curricular activities and schoolwide performances. Classroom environment (ie. Classroom libraries, displays) reflect the culture, home language and interest of the students.</p>		
Behavior& Safety ----->			3	
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>School Report Card data shows that 90% of students feel safe at school and and 79% of parents are satisfied with the school. At the beginning of the year teachers and students establish the classroom management plan. This plan includes incentives and consequence for behavior. This plan is communicated to parents in the "Welcome Back" Letter. Teachers wrote and implemented schoolwide Hallway Movement and Auditorium Behavior Policies. Teachers wrote lesson plans to teach the hallway and auditorium</p>		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The CPS School Progress Report Academic Achievement/Pathway to College and Career Success Report was presented to parents and LSC members at a community meeting at the beginning of the school year. The CPS School Report Card for 2010 was presented at a community meeting the previous school year.</p> <p>Teacher provide parents with an overview of Illinois State Standards at the Articulation Meeting at the end of the year and at Open House at the beginning of the year. Parents are given copies of the Illinois Learning Standards for Reading and math.</p> <p>We plan to present parents with information on the Common Core Standards at the Articulation Meeting this May and at Open House the next school year.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Parents are invited to participate in informative meetings regarding the academic progress of their child. There are two ISAT parent meetings for grades 3-8; 2DIBELS and M Class Math meetings for grades K-2; an explore test parent meeting for grades 6-8; International Baccalaureate Parent meeting for grades 6-8; ImagineIt! Reading Parent Meeting for grades 3-5. Typically, all meetings provide parents with their child's individual assessment</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>We welcome all students and parents to an annual open house and back to school event. At the open house we give an overview of the curriculum, International Baccalaureate Program, assessment data, and academic and behavior expectations. Also at the open house, parents meet their child's teacher and discuss the curriculum, and academic and behavior expectations.</p> <p>Parents and community members are invited to a variety of schoolwide events - Literacy Night, Math, Science and Technology Night, Folkloric Dance, Science Fair, Museum Night, Black History Assembly, Primary Book Making, African American Read-In and holiday performances</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Students who demonstrate a need for social emotional support are referred to the counselor/social worker for additional services that are not provided at school. Students have been referred to hospitals and family counseling agencies.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	There is an annual Career Day scheduled for student in grades 6-8. We have a partnership with the University of Illinois. A consultant visits the school bimonthly to discuss public health services and careers with students in grades 6-8. We have guest speakers who speak with students about various careers.	
Academic Planning ----->			2	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	There is an annual Career Day scheduled for student in grades 6-8. Upper Cycle students participate in mock job and college interviews. 7th and 8th grade students research a career and interview a person in that career. The students represent that career person at a career Fair for K-6 grade students. Teacher discuss with students in grades 6-8 the Explore Assessment. The grade 8 teachers has created a college and career center that includes a variety books and information about colleges and careers.	
Enrichment & Extracurricular Engagement ----->			3	
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	We provide students with a variety of extracurricular activities that are based on the students' interests and needs. All students have an opportunity to participate in basketball, tennis, Spanish Club, technology club, recycle club, reading club, drama, choir and	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Eighth grade Students are administered the Explore Test. This year, grades 6-8 grade parents and students were invited to an Explore Test Parent Meeting. Teacher provides grade 8 students with instruction that will prepare them for the Explore Test.</p>	
	College & Career Admissions and Affordability ----->			1
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>We provide a yearly Articulation Meeting for parents and students. During this meeting the teacher reviews the curriculum for students enrolled in their class for next school year. Parents and students also receive a summer packet that has a variety of reading and math activities that are designed to prepare students entering the next grade. Students must complete the summer learning packet. The counselor ensures that all 8th grade students attend various high school fairs and some students are invited to and attend shadow day.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Funds are aligned to the school improvement plan (CWIP). Funds are allocated to address the accademic and social needs of all students. An analysis of the budget will reveal that the majority of the funds are aligned with the priority goals of reading and math achievement. Funds are allocated for after school and before school tutoring, extended day for teachers to participate in schoolwide activities and professional development and instructional materials to advance academic achievement.</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>When a teacher vacancy is anticipated, the vancancy is posted in the Decision Support System. Resumes are reviewd by the principal, assistant principal, counselor and a grade cycle teacher that matches grade cycle of the candidate.</p> <p>A local school interview protocol that uses a likert scale (1-4)is used to evaluate the responses of the candidate. Each member on the interview team is given a section of the interview protocol (teaching and learning, classroom management, curriculum, assessment etc.)to ask questions about. After each interview the team discusses the rating of each candidate. Selected candidates return for a second interview and if possible prepare a lesson to teach students.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Teachers complete a time distribution form that outlines the number of required minutes for each subject per grade level. Each teacher completes their schedules that include Response to Intervention (Rti) times for their tier three student. Teacher teams meet weekly for planned collaboration and professional development that is based on achievement data. Before and after school tutoring is scheduled for both struggling students and meets to exceeds students.</p>	

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

The Barnard Computer, Math and Science mission is one of excellence in education for the twenty-first century learner. We aim to develop students who are college and career ready, life long learners and influential leaders who are ready to compete in the global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide weekly 90 minute accelerated and intervention performance bands for reading and math to all students in grades 3-8 based on the NWEA scores and monitor progress.	To facilitate goal setting for students. To increase the number of students (by 10%) who meet growth targets from Spring 2012 to Spring 2013 and the percent of students who are at /above grade level.
2	Provide students in grades K-2 with a variety of types and levels of text to increase comprehension and text complexity	To reduce the achievement gap between the percent of students who are at benchmark in K-2 and grades 3-5.
3	Provide engaging math performance tasks that include real world application and/or exploration enrichment activities in grades K-8.	To provide students with opportunities to engage in performance tasks that will strengthen performance in mathematics .
4	Provide a middle years math curriculum that aligns the Common Core College Readiness Standards and instructional materials.	To increase the explore math score (18.5%) by 10%.
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide weekly 90 minute accelerated and intervention performance bands for reading and math to all students in grades 3-8 based on the NWEA scores and monitor progress.	To facilitate goal setting for students. To increase the number of students (by 10%) who meet growth targets from Spring 2012 to Spring 2013 and the percent of students who are at /above grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each teacher in grades 3-8 will analyze NWEA data for reading and math and identify target skills by August 30, 2012	Instruction	Not Applicable	3-8 Teachers	Quarter 1	Quarter 1	On-Track	
All teachers will divide students into performance bands (level) based on the NWEA scores by September 15, 2012.	Instruction	Not Applicable	3-8 Teachers	Quarter 1	Quarter 1		
Students will participate in accelerated Reading and Math instruction and interventions aligned to CCSS in weekly 90 minute sessions throughout the year.	Instruction	All	3-8 Teachers	Quarter 2	Quarter 4		
Students in grades 3-5 will take unit benchmark assessments from Imagine It (monthly) and students in grades 6-8 will take monthly teacher-made assessments to monitor student achievement and growth.	Instruction	All	3-8 Teachers	On-going	On-going		
Students in grades 3-8 will take NWEA assessments three times per year and meet individual growth targets by Spring 2013.	Instruction	All	3-8 Teachers	On-going	Quarter 4		
Each teacher in grades 3-8 participate in professional development on constructing performance band groups.	Instruction	All	3-8 teachers	Quarter 1	Quarter 1		
ILT team and teachers will analyze performance band progress monitoring results biweekly.	ILT/ Teacher Teams	All	3-8 teachers/ILT	Quarter 1	Quarter 4		
Provide instructional support materials needed for performance band instruction for reading and Math.	Instructional Materials	All	3-8 teachers	Quarter 1	Quarter 2		



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
Provide students in grades K-2 with a variety of types and levels of text to increase comprehension and text complexity	To reduce the achievement gap between the percent of students who are at benchmark in K-2 and grades 3-5.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Before next school year begins, a professional development day is dedicated to an audit of existing classroom library books to ensure we have a wide range of lexile levels.	Instructional Materials	Not Applicable	K-2 teachers	Summer 2012	Quarter 1		
Make use of the Primary Comprehension Toolkit which provides informational passages. K-2 will use the toolkit as a supplement monthly to the core reading program.	Instruction	All	K-2 teachers	On-going	On-going		
Investigate the text exemplars from the CCSS for ELA in Appendix B for K-2 grades to ensure that K-2 classrooms have the resources to address text complexity in read-alouds and small groups.	Instructional Materials	Not Applicable	K-2 teachers and Literacy Coach	Summer 2012	Quarter 1		
Unit Comprehension and Vocabulary Benchmark Assessments will be conducted in second grade at the end of each Imagine It unit. The same will be done in first grade beginning with Unit 7. Kindergarten and first grade will conduct small group listening comprehension and vocabulary assessments beginning with Unit 2 with emphasis on main idea and drawing conclusions.	Instruction	All	K-2 teachers and Literacy Coach	On-going	On-going		
Grade 2 will conduct the NWEA assessment three times a year in place of the Dibels assessment.	Instruction	All	Grade 2 Teacher	On-going	On-going		
Provide a variety of reading genres that address text complexity for classroom libraries.	Instruction	All	K-2 Teachers	Quarter 1	Quarter 1		



Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Provide a middle years math curriculum that aligns the Common Core College Readiness Standards and instructional materials.	To increase the explore math score (18.5%) by 10%.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each middle years math classroom, teachers and administrators will research instructional materials that will align to Common Core Standards and assist in the transition of students from Everyday Math by July 2012.	Instructional Materials	All	Mrs. Muhammad	Summer 2012			
The publishing company will provide professional development that incorporates workshops, coaching and continued support 2012-2013 school year.	Instruction	All	Mrs. Muhammad	On-going			
All mathematics classrooms will implement the chosen curriculum and students will take a pre- and post test per unit to monitor progress.	Instruction	All	Mrs. Muhammad	On-going			
Upper Grade teachers will unpack the Common Core Standards in math for grades 6-8 and align the standards to the instructional materials quarterly. 1st quarter: Number System/Ratio and Proportional Relationships/Expressions and Equations. 2nd quarter: Expressions and Equations/Statistics and Probability and Functions. 3rd Quarter: Geometry. 4th quarter: Complete instructional program and begin Number System for the next school year.	Instruction	All	Mrs. Muhammad	Summer 2012			
Teachers will review and align the IXL computer math program to the specified math standards for each quarter.	Instruction	All	Mrs. Muhammad	Summer 2012			
Math Performance tasks will be created or obtained from resource materials. The Performance tasks will be aligned to the curriculum and given quarterly.	Instruction	All	Mrs. Muhammad	Quarter 1			

