



2012-2014 Continuous Improvement Work Plan

John Barry Elementary School

Fullerton Elementary Network
2828 N Kilbourn Ave Chicago, IL 60641
ISBE ID: 150162990252067
School ID: 609789
Oracle ID: 22141



Mission Statement

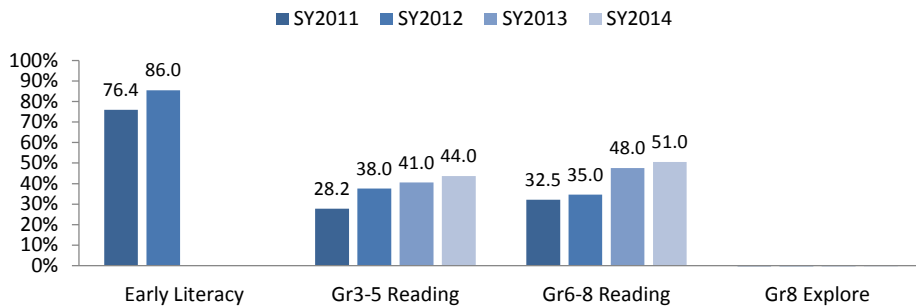
The mission of John Barry Elementary school is to view each child holistically; embracing and nurturing each child's cultural experience in order to provide every student with the necessary skills for academic success through active engagement . Every child, in every classroom will be provided with an array of academic opportunities through a literacy-rich curriculum infused in technology and tailored to provide differentiation. Through modeling, Barry School will challenge every student to think critically by promoting higher order thinking skills, being reflective, and taking ownership of their learning experience.

Strategic Priorities

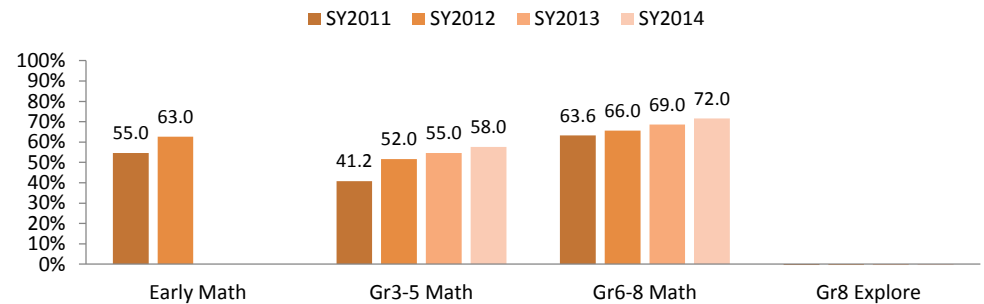
- 1. School wide Integration of literacy instruction across the curriculum.
2. Create a scope and sequences by developing units of study that are aligned to the common core literacy and mathematics standards.
3. Provide supplemental supports and services based on student needs identified through data.

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:	John Barry Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Estuardo Mazin	Principal
Meredith Leuck	Assistant Principal
Tracy Bougher	Classroom Teacher
Maria Padilla	ELL Teacher
Milagros Zambrana	Classroom Teacher
Myra Vasilarakos	LSC Member
Lisa Skiba	Special Education Faculty
Jason Tucker	Special Education Faculty
Tania Jimenez	Special Education Faculty
Yesenia Velazquez	Classroom Teacher
Joyce Hampton	Lead/ Resource Teacher
Kristen Maier	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	76.4	86.0				Early Math % of students at Benchmark on mClass	55.0	63.0		
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.2	38.0	41.0	44.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	41.2	52.0	55.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.9	59.0	62.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.2	67.0	70.0	73.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.5	35.0	48.0	51.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	63.6	66.0	69.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.8	70.0	73.0	76.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	81.2	83.0	86.0	88.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA		Explore - Math % of students at college readiness benchmark	NDA	NDA	NDA	NDA

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.1			Misconducts Rate of Misconducts (any) per 100	5.6	4.0		

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	67.0	71.0	80.0	85.0	ISAT - Reading % of students exceeding state standards	12.4	16.0	21.0	27.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.1	81.0	84.0	86.0	ISAT - Mathematics % of students exceeding state standards	15.2	21.0	26.0	30.0
ISAT - Science % of students meeting or exceeding state standards	65.9	70.0	78.0	83.0	ISAT - Science % of students exceeding state standards	16.5	20.0	23.0	25.0

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>As a school under new leadership since 4 years ago, we have begun establishing school priorities based on data (SCANTRON/ISAT/IDEL/DIBELS) and setting goals to move our students forward. School committees have been established to ensure we are heading in the right direction.</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>We are in the initial stages of establishing a Professional Learning Community. Teachers are eager to learn and be heard, as well as building opportunities to gain a sense of belonging. Chicago Literacy Group and Reading in Motion has partnered with us to provide ongoing professional development and coaching to teachers. There is a vision of moving students to become College and Career Ready. School events are an intrical part of our school community. Literacy Nights, Barry Good Things, BAC and PAC to provide parents with information about our school initiatives. School Newsletter, website, open house and social events.</p>	

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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>Many teachers are eager to volunteer for school committees. ILT, RTI, BLT, CIWP, Grant Writing, School Spirit, Literacy Nights, Festival Around the World, Dual Language Lead Team, Grade Level Meetings, Bilingual Team. All teachers have equity of voice and have the opportunity to engage in meaningful conversations about our school community and academic improvement and direction. We need to continue working on teachers taking a leadership role by having meetings continue without the expectation that the school leadership needs to initiate all meeting sessions.</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 has a representation of all grade level clusters including Bilingual and Special Education. We continue to work on improving instruction and creating a Professional Learning Community by analyzing student data and building the groups capacity on how to become teacher leaders. Additional work needs to be done having teachers become comfortable in becoming teacher leaders and engaging in solid decisions to make a viable school curriculum and coherence on what, and how it is taught.</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>School data is looked at as it becomes available across all grade levels. We need to continue working on developing a plan to move from looking at the data to using what the data shows to make instructional decisions as classroom teachers and grade levels.</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. 	Currently Barry School lacks a year-long scope and sequence. Based on the SEF framework, teachers reported that more time needs to be allocated for vertical planning and alignment.	
	Instructional materials ----->			2
	<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). 	Updated social studies and science curriculum is needed. There is a consistent math and language arts program in all grade levels. Teachers want more supplemental trade books to enhance their classroom libraries.	
<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 ----->			2
<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>Teachers have access to multiple assessment tools including Scantron, DIBELS, Achieve 3000, EasyCBM, and text-based assessments. We need more common rubrics for projects in all subjects. We also need common assessments to identify students' reading levels. We also are lacking in the use of authentic assessments, such as portfolios, self-assessments, inventories, and checklists.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>There are inconsistencies in grade-level team collaboration. Teachers report that a high level of rigor through the use of HOTS is not happening in most classrooms. Most teachers use the basal series in language arts, and many teachers would like to explore the Reader's Workshop model.</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>Our RTI program has improved student performance in reading. We are lacking in communication between homeroom teachers and the RTI team. Teachers report the small group and one-on-one instruction within the classroom has been beneficial.</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>Responsive classroom and writers workshop consistent across grade level with whole school implementation; Writers workshop mentors followup; wheel of choices implemented throughout school; some teachers do not use a Positive Discipline method for handling student behavior. lack of consistency and implementation of differentiation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<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>Lack of progress monitoring beyond any standardized testing. Little communication among intervention specialist and homeroom teachers. Lack of consistency for grade-level meetings due to other scheduled professional development. Consistent, scheduled vertical and horizontal meetings are needed.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>We have begun peer walkthroughs to support teacher development. These will be ongoing. Coaching takes place through the support of Chicago Literacy Group and Reading in Motion. In addition, school leadership team provides coaching and modeling of school wide literacy initiatives through one-on-one coaching/modeling support, mini - lessons during faculty meetings</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The majority of the staff reinforce high expectations for students. We discuss the opportunities for students after high school and beyond. We have developed an annual event to talk about higher education known as "Barry Good Things". Students do have opportunities for leadership through the student council, crossing monitors. School leadership has an open door policy established for our students as well and are commonly visible; engaging students in conversations.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Interactions among students and staff occur regularly. There is no distinction done among students with disabilities and bilingual programs. All students have access to the same amount of supports and programs as those students in the GenEd Program. Many teachers are advocates for their students. We need to continue to strive for all students to have the opportunity to form at least one bond with an adult in the school.</p>	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<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>We have school wide student expectations for common areas: recess, bathroom, lunch room and hallways. Teachers were trained using the Responsive Classrooms approach as well as the Positive Discipline Model using the Wheel of Choices. There is an evident safe and welcoming environment for everyone at Barry.</p>	

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		Typical School	Effective School	Evidence	Evaluation
NSION 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. 	School information is provided to parents via Newsletter, School website, School marquee. Also during monthly events and meetings such as BAC and PAC. Teachers consistently provide information to our parents about student progress; although there is a variation depending on each teacher...every 5 weeks parents do receive the Student Progress Report.		
	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. 	There is an established and viable means of communication with our parents. Many teachers have shared their email and phone numbers to parents so that they can reach them as needed. Teachers follow up with phonecalls and conferences as needed.		
Bonding ----->				3	

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	<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. 	Barry will continue to strengthen our relation with our parents, students and community through various school events and committees such as BAC, PAC, ILT, Movie Nights/Dances, Talent Show, Festival Around the World, Parent ESL and Computer classes, Barry Fitness Fiesta, Back to school picnic, Literacy Nights and numerous volunteer opportunities.	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	<p>We partner with C4 Counseling services to provide students and parents individual and family counseling at the school. Logan Square Network Association has also partnered in providing Parent workshops. Home visits are done as needed and parents whose child is absent from school receives a personal phonecall from our staff on the day of absence.</p>	
	College & Career Exploration and election ----->			1
	<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. 	<p>We have partnered with Lawyers in the Classroom Program. However, at this time we are exploring additional program opportunities sponsored in-house or through guest speakers to promote College and Career Choices.</p>	
	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. 	<p>Barry School goes only up to 6th grade but we teachers do engage our students in conversations about setting short and long term plans in setting aspirations and expectations for their own future. We will continue to develop various unit plans and activities to increase the students' interest beyond our school.</p>		
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. 	<p>Barry School has an array of enrichment and extracurricular activities for students. Both academic and social. Music, Dance, and sports.</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
DIMENSIO	College & Career Assessments ----->			
	<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. 	Barry School is a Pk-6th Grade. DNA	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Barry School is a Pk-6th Grade. DNA	
Transitions ----->				2
	<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. 	Parents and students entering key grades or in key grades are informed of the requirements needed to finish the grade successfully. After school informational meetings are also planned through our school counselor to inform our parents and students.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Some beneficial uses of discretionary funding include: RTI instructional kits, field trips, and curriculum and classroom resources. We have established partnerships with Chicago Literacy Group, Junior Achievement, Logan Square Association, DLA/Piper, and the Alderman.	
	Building a Team ----->			3
	<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. 	Barry has a history of hiring staff members who have connected with us by completing observations and student teaching here. Many of our staff members live in the community. Under the new leadership at Barry, there is a now a multistep process for hiring which includes meetings with teachers within the grade level and various interviews, a portofolio, references are checked. We have not had numerous hiring opportunities this year to established a more thorough process for electing possible candidates.	
	Use of Time ----->			3

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
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Our schedule has been built to accommodate our RTI program to reach our struggling learners. Every grade level has a common prep period. The schedule for intermediate and upper grades does not provide for a solid literacy block.</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 mission of John Barry Elementary school is to view each child holistically; embracing and nurturing each child's cultural experience in order to provide every student with the necessary skills for academic success through active engagement . Every child, in every classroom will be provided with an array of academic opportunities through a literacy-rich curriculum infused in technology and tailored to provide differentiation. Through modeling, Barry School will challenge every student to think critically by promoting higher order thinking skills, being reflective, and taking ownership of their learning experience.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	School wide Integration of literacy instruction across the curriculum.	Data shows academic deficiency in Reading and Writing across all grade levels and content areas.
2	Create a scope and sequences by developing units of study that are aligned to the common core literacy and mathematics standards.	Transitioning into the common core standards and creating instructional consistency across all grade levels.
3	Provide supplemental supports and services based on student needs identified through data.	Research shows that best practices to advance students include differentiated and targeted instruction as a means to move students towards college and career readiness.
4	Optional	
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
School wide integration of literacy instruction across the curriculum.	Data shows academic deficiency in Reading and Writing across all grade levels and content areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers and administrators attend PD trainings on balanced literacy and literacy instruction across the curriculum.	Professional Development	All	Teachers and administrators	Quarter 1	On-going		This will be implemented by all teachers, including P.E., library, music, technology, art, and all resource teachers. It will be evident through word walls, anchor charts, lesson plans, and bulletin boards.
Guide instruction by using current data from district and state assessments.	Instruction	All	Teachers	Quarter 1	On-going		Data usage is an ongoing process that needs to be finetuned to ensure teacher instruction and student grouping reflects a viable program
Teachers will use read-alouds and content specific materials to integrate literacy across all content areas.	Instruction	All	Teachers	Quarter 1	On-going		We are striving to provide students with authentic literature opportunities to make learning more relevant and meaningful
Focus on non-fiction using a wide variety of materials.	Instructional Materials	All	Teachers	Quarter 1	On-going		Including, but not limited to: content area materials in book room, student magazines, websites, and newspapers.
Each grade level will pilot readers' workshop to support differentiated instruction.	Professional Development	All	Teachers and administrators	Summer 2012	On-going		This will be supported by the Chicago Literacy Group.



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
Create a scope and sequences by developing units of study that are aligned to the common core literacy and mathematics standards.	Transitioning into the common core standards and creating instructional consistency across all grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
PD on common core specific to grade-level and content area.	Professional Development	All	ILT and Teacher Teams	Summer 2012	On-going		Teacher teams and ILT will be working with School Administration and Chicago Literacy Group to align our curriculum to reflect the Pacing Guide incorporating CCSS
Schedule vertical collaboration times to discuss current and future objectives, goals, and strategies to implement HOTS.	Instruction	All	Teachers and Administrators	Summer 2012	On-going		Teacher teams and ILT will be working with School Administration and Chicago Literacy Group to align our curriculum to reflect the Pacing Guide incorporating CCSS
Schedule horizontal collaboration times to discuss current and future objectives, goals, and strategies to implement HOTS.	ILT/ Teacher Teams	All	Teachers and Administrators	Summer 2012	On-going		Teacher teams and ILT will be working with School Administration and Chicago Literacy Group to align our curriculum to reflect the Pacing Guide incorporating CCSS
Schedule horizontal collaboration for the development of quarterly scope and sequence that will transition into units of study aligned to CCSS.	Instructional Materials	All	Administrators	Summer 2012	On-going		Including but not limited to non fiction books, novels, PD, project materials, and field trips.
Allocate funds for supplemental resources for units of study.							

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide supplemental supports and services based on student needs identified through data.	Research shows that best practices to advance students include differentiated and targeted instruction as a means to move students towards college and career readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identified students will receive small group targeted instruction using the RTI model.	Instruction	Other student group	RTI team and classroom teachers	Quarter 1	On-going		Students will be identified based on data.
RTI team will collaborate with teachers every five weeks regarding student progress.	Instruction	Other student group	RTI team and classroom teachers	Quarter 1	On-going		Teachers and RTI team will have scheduled meetings and RTI team will generate student progress reports every 5 weeks
Explore after school options for all grades	After School/Extended Day	All	Administration	Quarter 1	On-going		After School opportunities for students across grade levels will be explored
Use technology to meet the needs of all learners.	Instruction	All	Teachers	Quarter 1	On-going		Technology is an intricate part of Barry. We will continue to create opportunities for students and teachers to incorporate technology through all content areas.
Explore opportunities to maximize ESP involvement with selected students.	Instruction	Other student group	Counselor, sped and gen ed teachers, and ESPs	Quarter 1	On-going		Teachers and ESP will receive training to maximize the use of the ESPs in the classroom through small group student intervention and support under the guidance of the teacher.



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

Action Plan

Monitoring

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

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