CIWP

2012-2014 Continuous Improvement Work Plan

Perkins Bass Elementary School

Englewood-Gresham Elementary Network

1140 W 66th St Chicago, IL 60621

ISBE ID: 150162990252069

School ID: 609791

Oracle ID: 22161

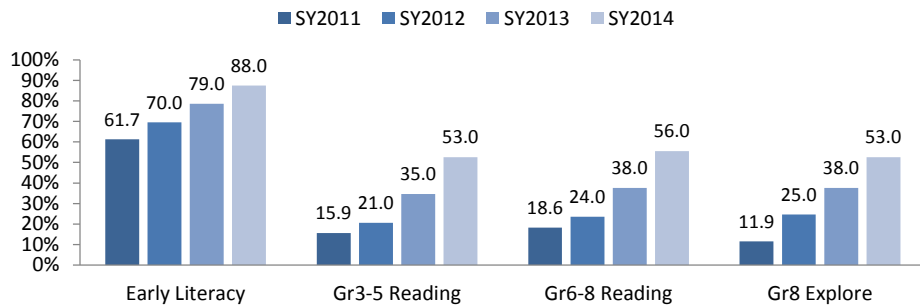CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To provide all students with an opportunity to develop skillls that will prepare them for life. Best practices will be used in teaching reading, mathematics, science, and social science to build the foundation necessary for student to be college/career ready and life-long learners. Parental and conmmunity involvement in all areas of school funtioning is necessary to opptimize student growth and development.
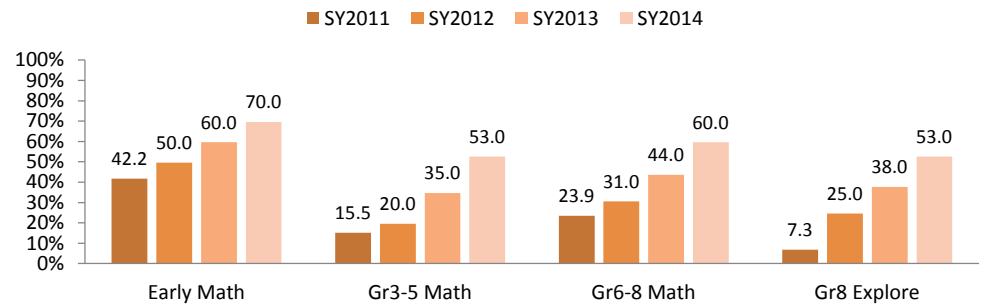
Strategic Priorities

1. Based upon current performance standards only 56.9% of the student population in grades 3-8 are At/Above grade level in reading.

2. Based upon current performance standards only 56.7% of the student population in grades 3-8 are At/Above grade level in math.

3. Based upon current performance standards only 44.7% of the student population in grades 3-8 are At/Above grade level in science.

4. Through the use of the ILT, teachers will effectively use P.B.I.S. to support a whole school positive culture and climate model.

School Performance Goals

Literacy Performance Goals

SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	61.7	15.9	18.6	11.9
SY2012	70.0	21.0	24.0	25.0
SY2013	79.0	35.0	38.0	38.0
SY2014	88.0	53.0	56.0	53.0

Math Performance Goals

SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	42.2	15.5	23.9	7.3
SY2012	50.0	20.0	31.0	25.0
SY2013	60.0	35.0	44.0	38.0
SY2014	70.0	53.0	60.0	53.0

Date Stamp November 22, 2012

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:	Perkins Bass 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
Granzlee Banks Jr.	Principal
Carol Covington	Assistant Principal
Karon Purkett	Lead/ Resource Teacher
Marla Broy	Classroom Teacher
Vicki Brown	LSC Member
Sabrina Jackson	LSC Member
Izetta Washington	Classroom Teacher
Corliss Belle	Classroom Teacher
Pamela Ross	Classroom Teacher
Betty Repta	Other
Jennifer Repta	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	61.7	70.0	79.0	88.0	**Early Math** % of students at Benchmark on mClass	42.2	50.0	60.0	70.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.9	21.0	35.0	53.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.5	20.0	35.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.3	50.0	62.0	72.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	31.5	50.0	62.0	72.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.6	24.0	38.0	56.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	23.9	31.0	44.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.8	60.0	70.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	53.6	60.0	70.0	80.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	11.9	25.0	38.0	53.0	**Explore - Math** % of students at college readiness benchmark	7.3	25.0	38.0	53.0

Elementary Goal Setting

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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	92.1	93.0	94.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	28.9	20.0	10.0	5.0

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	56.9	60.0	70.0	80.0	**ISAT - Reading** % of students exceeding state standards	6.0	10.0	15.0	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	56.7	60.0	70.0	80.0	**ISAT - Mathematics** % of students exceeding state standards	5.0	10.0	15.0	21.0
ISAT - Science % of students meeting or exceeding state standards	44.7	50.0	65.0	75.0	**ISAT - Science** % of students exceeding state standards	2.4	10.0	15.0	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**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has developed a theory of action with the assistance of the Area team relating to school data. Each grade level has established goals for the school year after reviewing year end data. It is through the CIWP that the school has developed priority goals associated with student achievement. In 2010 the reading achievement was 56.2%, the goal was 60%. In 2011 the reading achievement was 56.9% according to ISAT , the goal was 60%. In 2010 the math achievement was 53.7%, the goal was 60%. In 2011 the math achievement was 56.7%, the goal was 60%. In 2010 the science achievement was 48.8%, the goal was 50%. In 2011 the science achievement was 44.7% in 2011, the goal was 50%.	
	Principal Leadership	--->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Professional development is organized for whole staff and linked to grade level meetings that are specifically related to student outcomes. The principal meets with the teachers regularly to discuss instructional practices. Forms for feedback and participation in feedback have been developed over the last few years. There has been an increase in communication with the community and partnerships that expose students to being college and career ready. Partnerships has increased for involving students in grades 6-8 in social/emotional growth and exposure to higher education.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	The responsibilities associated with instructional practices e.g. lesson planning, gradebook, assessments, instructional practices and professional development has increased for the instructional team. Teachers are encouraged to share instructional practices and provide PD from other school visits. This was evident as it relates to providing students with services in the least restrictive environment. The teachers attended another school implementing changes and provided PD on their observations and new learnings. Teachers have engaged in attending conferences for improving literacy instruction and opportunities are evident in monthly PD sharing new learnings and changes in the adopted reading curriculum (SFA).	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The instructional leadership team is assembled based on knowledge, expertise, ability to collaborate and provide support associated with the school goals. The ILT provides the supports and structures necessary for establishing the agenda for professional development, grade level meetings and assisting leadership and staff with addressing action items associated with student data, Area Team feedback, and teacher input toward school goals. The ILT meets weekly to discuss goals associated with student achievement and school wide goals.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT reviews data and provide opportunities for sharing data in PD and grade level teams. In addition, the ILT monitors gradebook and lesson plans providing feedback to assist in classroom instruction. Teachers and the ILT establish action items associated with this data. Structure for collaboration is established with local assessments and district wide assessments.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Curriclum pacing/sequence is determined by the pacing set forth in the instructional materials. There is a need to increase pacing in the curriculum. Some teachers are able to differentiate their instructional practices after reviewing student data and use a variety of resources, however interventions associated with student learning is needed. Staff is at the beginning stages of unpacking the Common Core Standards and need time for planning for the new school year.	
	Instructional materials	--->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level has a set of instructional materials that are aligned to the current IL Learning Standards. Students with disabilities share the same materials as other students. Students with disabilities are integrated and have learning opportunities with their non-disabled peers. Grades Kdg.-5 have additional support for providing differentiated instruction in literacy.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		2
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	The ILT has schoolwide data available. The data is discussed at grade level meetings. The teachers administer the required district assesments. However, we are still working towards improving the gaps in the types of assessment tools. As we shift towards the Common Core Standards, the assesment methods will focus on student work, selected response, constructed response, and performance tasks. These assessments will ensure that all students accomodations and modifications are being met regardless of students academic performance level or placement. Assessments can be modified to address the individual needs of students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	We are working towards developing our curriculum to address Common Core and aligning instructional practices to those standards. Teachers are using data from assessments to plan instruction. Teachers are working to increase the rigor within the curriculum. In addition, teachers received professional development in rigor and higher order thinking. Teachers have moved towards grouping students based on their performance on assessments. Teachers have opportunities in grade level meetings, individual meetings and professional development meetings to review data, group students, and plan for instruction to meet the needs of all students.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	School needs additional training on RTI. Systemwide approach to determining which students require invention needs to be establish and implemented. School has transitioned from School Based Problem Solving to RTI. In addition, the school has begun to implement small group instruction to support student achievement.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The school has a focused plan forwhole staff professional development aligned to schoolwide priorities and growth goals. The effectiveness of professional development is constantly monitored through various instruments depending on the focus of the classroom observation. Professional development is ongoing and relevant to teachers.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet regularly, however, it is focused on a variety of activities including planning, professioanl development, and data analysis. Some special education specialists have opportunities to plan and meet separtately with general education teachers.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching is focused on a smaller group of teachers that is tailored to the individual teacher's needs. Teachers can request additional support to improve student growth. Teachers receive feedback to support their individual growth.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Some staff mermbers discuss possible future careers and the education that is necessary for those careers. In addition, the school has an annual Career Day. The school also displays various college banners throughout the building to promote student interest in higher education.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	The school has a partnership with Youth Guidance which provides additional adult support for students. Students with disabilities are given opportunities to interact with peers. In addition, we are in the beginning stages of co-teaching between the special education teacher and general education teacher.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school currently uses PBIS and was awarded the silver award for implementation and activities. Yet, the success requires a complete teacher buy in which we are still working towards.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal provides updates on information to families on the school performance and expectations. In addition, the principal also provides information on events and school wide activities. Teachers provide parents with the grading expectations along with a syllabus, intersession letters, and examples of work that meets the standard.	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Communication to families includes a variety of different methods: phone calls, intersession letters, home visits, and parent conferences. Teachers also provide conferencing times for parents before and after school to address concerns.	
	Bonding	--->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school provides opportunites for families and community members to participate in monthly parent meetings, performances, local school council meetings, PAC meeting, and Family Reading and Math Night. The school also provided parents with the opportunity to improve technology skills by offering computer classes.	

DIMENSION 5: Family and Community Engagement

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		3
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School provides outreach to families by conducting home visits, providing wake up calls, alarm clocks, uniforms, school supplies and referrals to outside agencies as needed.	
N 6: College and Career Readiness Supports	*College & Career Exploration and election*	-->		2
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Students are given an opportunity to obtain college or career information from the school counselor. In addition, the school has implemented Career Day which allows students an opportunity to research a career of their choice.	
	Academic Planning	-->		2
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Some students are provided with information on opportunities based on their path of interest. However, there is a need for more exposure to college and career planning. High performing students are encourage to take challenging classes that will prepare them for college based on their Explore results.	
	Enrichment & Extracurricular Engagement	-->		2
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Extracurricular activities exist through the partnership with Youth Guidance. Yet, the activities are not aligned with their strengths and needs due to a lack of funding. In addition, the school provided Saturday Enrichment to address the students working below and	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students do not participate in college and career ready assessments.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	As students transition between key grades families are provided with expectations as well as promotion criteria.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The majority of the discretionary funds for the current school year were allocated to revitalizing the school by updating 18 classrooms and re-opening the 3rd floor in the school. The school has secured additional funding from Follet to assist with additional upgrades. In order to improve student achievement, a partnership with Roosevelt University was established to support the staff with professional development in Balanced Literacy and provide resources to accompany the Common Core State Standards Literacy Framework.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Candidates are selected from a criteria that requires high recommendations, growth in student achievement, evidence of prior and continued collaboration. Six teachers that fit this criteria were recruited to join the staff for the 2012-2013 academic year. The leadership team utilizes an interview protocol that consists of situation based questions, data analysis and demonstration of best practices.	
	Use of Time	-->		**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school schedule is based on the adopted instructional programs such as SFA and Everyday Math. Teachers collaborate in biweekly grade level meetings and principal directed weekly meetings with the entire staff. Interventions for struggling students are left to the discretion of teachers due to budgetary constraints.	

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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

To provide all students with an opportunity to develop skillls that will prepare them for life. Best practices will be used in teaching reading, mathematics, science, and social science to build the foundation necessary for student to be college/career ready and life-long learners. Parental and conmmunity involvement in all areas of school funtioning is necessary to opptimize student growth and development.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Based upon current performance standards only 56.9% of the student population in grades 3-8 are At/Above grade level in reading.	We have a need to implement a balanced literacy curriculum to support Common Core alignment and increase the number of students meeting/exceeding ISAT performance outcomes and NWEA growth targets.
2	Based upon current performance standards only 56.7% of the student population in grades 3-8 are At/Above grade level in math.	As a result of math performance, the Full School Day schedule was desingned to increase the amount of minutes for math instruction. In addition, students will be provided with a weekly intervetion block to support increased student outcomes.
3	Based upon current performance standards only 44.7% of the student population in grades 3-8 are At/Above grade level in science.	To increase academic outcomes in science, Interactive Science was purchased as a curricular enhancement. In addition, science labs were redesigned to increase the amount of hands on activitiies to support performanced-based learning in science.
4	Through the use of the ILT, teachers will effectively use P.B.I.S. to support a whole school positive culture and climate model.	In order to decrease misconduct referrals, public space disturbances and loss of instructional time, members of the ILT will support the implementation of the P.B.I.S. framework.
5		

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
Based upon current performance standards only 56.9% of the student population in grades 3-8 are At/Above grade level in reading.	We have a need to implement a balanced literacy curriculum to support Common Core alignment and increase the number of students meeting/exceeding ISAT performance outcomes and NWEA growth targets.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Strategic alignment of staff to support the delivery of High Quality Instruction (grades Kdg.-8th)	Staffing	All	Principal	Summer 2012	Summer 2012	On-Track	There is a new administration team as well as replacement of staff due to a large number of retirees.
Teachers will receive weekly professional development in balanced literacy, data analysis, improving instuctional practices through the use of the REACH.	Professional Development	All	Principal/ILT	Summer 2012	On-going	On-Track	A partnership was established with Roosevelt University to support professional development. In addition, an on-site literacy consultant was secured
Use of multiple assessments to monitor student performance in science to drive instructional planning.	Instruction	All	Principal	Summer 2012	On-going	On-Track	Determine student growth targets using NWEA.
Curriculum Mapping using Common Core Standards will be designed	Instruction	All	Principal/ILT	Summer 2012	On-going	On-Track	Develop thematic units.
Establish weekly grade level team meetings	ILT/ Teacher Teams	All	Principal/ILT	Quarter 1	On-going	On-Track	GLC will follow protocol developed by ILT and consultant will be present to direct meetings
The REACH Framework will be utilized to monitor and develop instructional practices.	Instruction	All	Principal/ILT	Quarter 1	On-going	On-Track	Establish foci for observations and feedback to teachers.

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
Based upon current performance standards only 56.7% of the student population in grades 3-8 are At/Above grade level in math.	As a result of math performance, the Full School Day schedule was designed to increase the amount of minutes for math instruction. In addition, students will be provided with a weekly intervetion block to support increased student outcomes.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Strategic alignment of staff to support the delivery of High Quality Instruction (grades Kdg.-8th)	Staffing	All	Principal	Summer 2012	Summer 2012	On-Track	There is a new administration team as well as replacement of staff due to a large number of retirees.
The Full School Day Schedule was designed to increase the amount of instructional time in Math and to include an intervention period to support students.	Other	All	Principal/ILT	Summer 2012	Summer 2012	On-Track	
The REACH Framework will be utilized to monitor and develop instructional practices.	Instruction	All	Principal	Quarter 1	On-going	On-Track	Professional development is planned to introduce staff to new monitoring practices.
Curiculum Mapping for Math Common Core Standards will be designed	Instruction	All	Principal/ILT	Summer 2012	On-going	On-Track	Develop thematic units.
Establish weekly grade level team meetings.	ILT/ Teacher Teams	All	Principal/ILT	Quarter 1	On-going	On-Track	GLC will follow protocol established by ILT. Roles will be established and a schedule will be developed.
Use of multiple assessments to monitor student performance in science to drive instructional planning.	Instruction	All	Principal	Summer 2012	On-going	On-Track	Growth targets will be established using NWEA.

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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
Based upon current performance standards only 44.7% of the student population in grades 3-8 are At/Above grade level in science.	To increase academic outcomes in science, Interactive Science was purchased as a curricular enhancement. In addition, science labs were redesigned to increase the amount of hands on activitiies to support performanced-based learning in science.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Strategic alignment of staff to support the delivery of High Quality Instruction (grades Kdg.-8th)	Staffing	All	Principal/ILT	Summer 2012	Summer 2012	On-Track	There is a new administration team as well as replacement of staff due to a large number of retirees. Existing staff members were utilized to provide instruction connected to their endorsements.
Provide PD on Interactive Science curriculum	Professional Development	All	Principal/ILT	Quarter 1	Quarter 1	On-Track	Provide teachers with PD on Interactive Science.
Purchase Interactive science materials for testing grades.	Instructional Materials	All	Principal/ILT	Summer 2012	Summer 2012	On-Track	
Curriculum Mapping for Common Core Standards.	Instruction	All	Principal/ILT	Summer 2012	Summer 2012	On-Track	Develop thematic units.
The REACH Framework will be utilized to monitor and develop instructional practices.	Instruction	All	Principal	Summer 2012	On-going	On-Track	Professional development is planned to introduce staff to the new monitoring process.
Establish weekly gradelevel team meetings.	Instruction	All	Principal/ILT	Quarter 1	On-going	On-Track	GLC will follow protocol established by ILT. Roles will be established and a schedule will be developed.
Use of multiple assessments to monitor student performance in science to drive instructional planning.	Instruction	All	Principal/ILT/Teacher Teams.	Summer 2012	On-going	On-Track	Determine student growth targets using NWEA

2012-2014 Continuous Improvement Work Plan

Perkins Bass Elementary School

Strategic Priority 3

2012-2014 Continuous Improvement Work Plan

Perkins Bass Elementary School

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
Through the use of the ILT, teachers will effectively use P.B.I.S. to support a whole school positive culture and climate model.	In order to decrease misconduct referrals, public space disturbances and loss of instructional time, members of the ILT will support the implementation of the P.B.I.S. framework.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Verify will be utilized to record and generate reports of all infractions.	Other	All	Admin Team/ILT	Summer 2012	On-going	On-Track	There will be several staff members designated to input infractions in Verify. This data will be analyzed and shared with staff.
Teacher will develop management plans that will reflect school-wide expectations in classrooms and common space areas.	Instruction	All	Admin Team/ILT	Summer 2012	On-going	On-Track	PBIS will be implemented school-wide with fidelity. Grade level teams are also using CHAMPS.
The staff will collaboratively re-develop core values to support the change in school-wide climate and culture.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012	On-Track	SOARING was used as an acronym to support school climate and culture re-development.
Teachers will attend district provided P.B.I.S. Summer training.	Professional Development	All	ILT	Summer 2012	Summer 2012	On-Track	
Admin team will conduct teacher observations and provide feedback to support and measure P.B.I.S. expectations.	Instruction	All	Admin Team	Quarter 1	On-going	On-Track	Admin team will use REACH Framework to observe and provide feedback.

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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