



2012-2014 Continuous Improvement Work Plan

Newton Bateman Elementary School

O'Hare Elementary Network

4220 N Richmond St Chicago, IL 60618

ISBE ID: 150162990252070

School ID: 609792

Oracle ID: 22171



Mission Statement

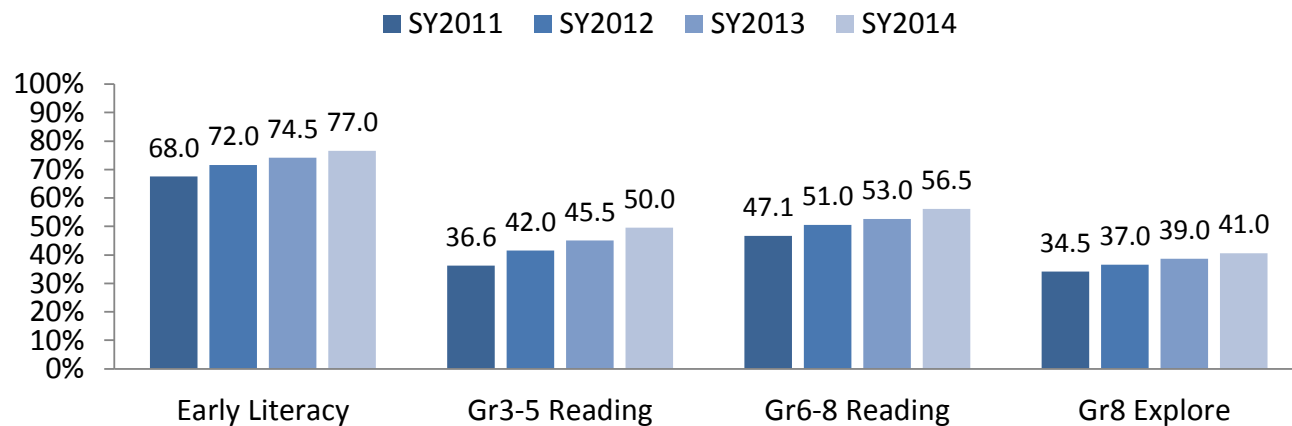
Bateman School, in partnership with our families, community, and stakeholders, builds literacy in all curricular areas by providing a rigorous education in a safe and healthy environment. Cooperative learning experiences in multicultural classrooms foster mutual respect and individual responsibility, setting our students on the path to high school, college, and career readiness.

Strategic Priorities

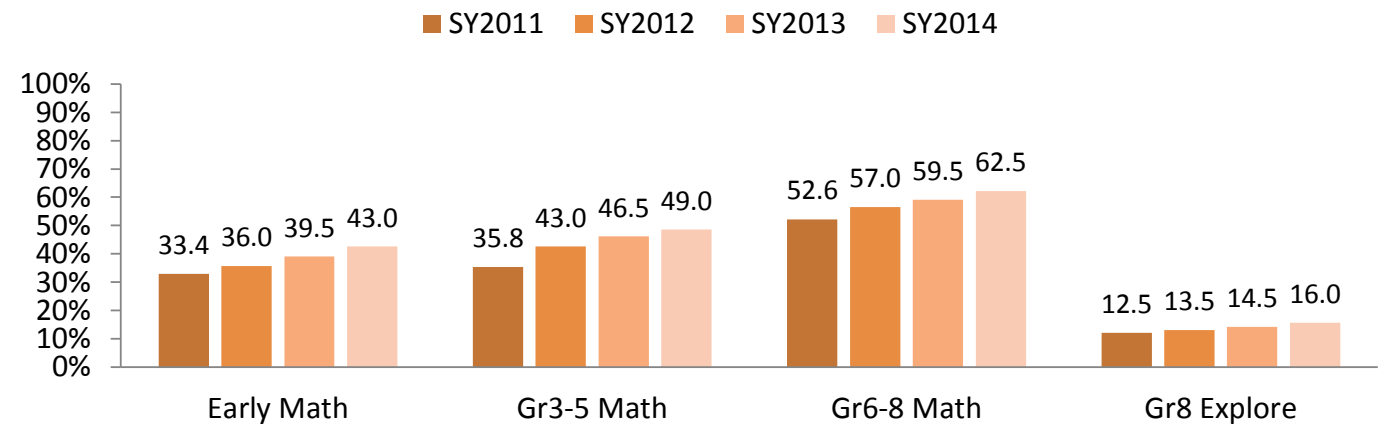
1. Early Math and Literacy
2. Achievement Gaps in Math and Reading
3. Transition to High School, College and Careers
4. Science
5. Increase the number of students who will meet and exceed the standards in math, reading and science while transitioning to the Common Core State Standards.

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:	Newton Bateman 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
Carl Dasko	Principal
J. Antonio Jimenez	Assistant Principal
Carol Schmitz	Lead/ Resource Teacher
Debra Kearney	Classroom Teacher
Linda Koehler	Classroom Teacher
Lacy Fletcher	Classroom Teacher
Jennifer Walsh	Classroom Teacher
Adam Geisler	Classroom Teacher
Mary Tripp	Classroom Teacher
Justin Nowak	Lead/ Resource Teacher
Diana Camillo	Counselor/Case Manager



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	68.0	72.0	74.5	77.0		Early Math % of students at Benchmark on mClass	33.4	36.0	39.5	43.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.6	42.0	45.5	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.8	43.0	46.5	49.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.2	59.0	63.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.6	55.0	58.0	61.5
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.1	51.0	53.0	56.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	52.6	57.0	59.5	62.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.6	60.0	63.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.1	66.5	68.0	69.5
8th Grade										
Explore - Reading % of students at college readiness benchmark	34.5	37.0	39.0	41.0		Explore - Math % of students at college readiness benchmark	12.5	13.5	14.5	16.0



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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	96.2	96.5	96.8	97.0					
					Misconducts Rate of Misconducts (any) per 100	0.2	0.2	0.2	0.2

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	74.7	75.0	77.0	79.0		ISAT - Reading % of students exceeding state standards	16.1	17.0	18.7	20.5
ISAT - Mathematics % of students meeting or exceeding state standards	82.5	83.0	83.5	84.0		ISAT - Mathematics % of students exceeding state standards	21.7	22.5	24.7	27.0
ISAT - Science % of students meeting or exceeding state standards	76.2	77.0	78.0	79.0		ISAT - Science % of students exceeding state standards	13.8	14.5	16.0	18.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Data is continuously looked at, follow through not always present with the exception of some grade levels who look at it on a student by student basis.</p> <p>EXPLORE is given from sixth grade on.</p> <p>Utilization of research-based strategies needed.</p> <p>Priorities and mandates from Network and CPS may offset the school's original priorities.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<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>The majority of the professional learning is initiated from board and network although on-site opportunities provide some enhancement.</p> <p>(Webb) Evaluations are conducted via the Charlotte Danielson model.</p> <p>College and career awareness is strong with numerous opportunities and visuals for students.</p> <p>Parental involvement is very low even though many opportunities are presented.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teams and committees are filled but, often by the same people causing some others not to "buy-in."</p> <p>Teachers are not being tapped to their fullest potential, we don't know what expertise specific staff members have.</p> <p>Grade level meeting focus is primarily on language arts, other disciplines need to be addressed, as well as debriefing about staff development.</p> <p>We need time to complete items started ie. unit plans.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>ILT membership consists of members from all grade levels and disciplines with the exception of 4th and departmental math. Progress toward unit plans and PD are in progress, improving teaching and learning is not.</p> <p>Agendas are predetermined and little time is devoted for additional concerns.</p> <p>The ILT has existed for less than a year-it is a work in progress. Most Professional Development is Network or CPS directed. Webb's presentation on CCSS was well received.</p> <p>Reflection is lacking.</p> <p>Data is examined very often but, usually quantitative.</p> <p>Data is analyzed primarily at grade level meetings.</p>	2
Monitoring and adjusting ----->			
<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>Data is continuously looked at, follow through not always.</p> <p>Data is analyzed by whole classroom as well as student-by student in some classes.</p> <p>EXPLORE is given from sixth grade on.</p> <p>Utilization of research-based strategies is needed.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The majority of our staff follows the basal scope and sequence because they are sequential, spiraling and linked to ancillary materials.</p> <p>Middle school has developed a writing curriculum utilizing the one CPS presented.</p> <p>All lesson plans are aligned to standards.</p> <p>Monthly learning plans attempt to unite grade levels.</p>	
	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). 	<p>Basal scope and sequence is utilized by most rooms due to designs of the programs and supplemental materials.</p> <p>All teachers have been trained in differentiation and have resources.</p> <p>All classrooms need additional instructional materials in the languages the children speak.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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>Scantron results are shared immediately, ISAT is not. More alternative assessments are needed. Primary teachers monitor and assess frequently due to DIBELS, Mclass and Reading 3D. District assessments are not available for all disciplines. ELL and SWD's are given assessments according to mandates.</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>Students are made aware of procedures and relevance regarding standards based learning.</p> <p>The majority of questioning is comprehension not HOTS.</p> <p>Pacing is based on basal.</p> <p>Most instruction is whole group.</p> <p>More formative assessment is needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<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>More resources, training and materials are needed to grow RtI. More interventions are needed.</p> <p>Some of the lowest intervention materials for grade levels are still too difficult for students.</p> <p>SES after school programs are populated with the lowest achievers.</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>This year's PD began with an overview of Common Core and implications. Subsequent sessions focused on the next steps such as unit planning, essential questions and the like.</p> <p>Dr. Webb, PhD, Univ. of Wisconsin conducted a day long interactive presentation.</p> <p>Core ILT members have been attending O'Hare Network's informational workshops and providing brief overview presentations to school staff.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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. 	Grade levels meet weekly and daily during lunch, but topics at weekly meetings are usually RLA related and/or data analysis. Teachers have begun the process of CCSS unit planning and have illustrated Common Core in their lesson plans.	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	Coaching is minimal due to the demise of the Golden program and some newer teachers are resistant to the opportunity.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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 teachers stress the importance of college and career readiness.</p> <p>Student field trips include college campus visits.</p> <p>Bulletin boards and weeks dedicated to college are plentiful.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Teachers truly care about their students and support them in many ways.</p> <p>SWD's are included in general education activities and classes frequently.</p> <p>More effort could be given to the native languages and cultures.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school's discipline code is strongly adhered to with consequences and follow through.</p> <p>The vast majority of students, parents and children feel extremely safe and secure at school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Administration and teachers provide clear information on expectations for students.</p> <p>The principal conducts parent meetings to explain.</p> <p>School report is distributed with little explanation.</p> <p>Monthly learning plans, with calendars, are distributed.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Many teachers have excellent websites.</p> <p>Many send home weekly reports and converse with the parents often.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Open House is held at the beginning of the school year - parents are warmly welcomed to the school.</p> <p>Principal conducts informational sessions with parents two or more times per year.</p> <p>Parents attend performances, academic events, sports contests, Fine Arts Nights, field trips and the like.</p>	

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	Typical School	Effective School	Evidence	Evaluation
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>Many specialized services are offered to our students and families and our staff works with outside counseling agencies.</p>	
	College & Career Exploration and election ----->			4
	<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>The majority of teachers stress the importance of college and career readiness. Student field trips include college campus visits. Bulletin boards and weeks dedicated to college are plentiful.</p>	
Academic Planning ----->			3	
	<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>Students are taken to visit colleges. Teachers and staff assist in applications. The counselor helps advanced students with scheduling of advanced classes.</p>	
Enrichment & Extracurricular Engagement ----->			4	
	<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>The school provides numerous opportunities for our students via sports, academic and altruistic activities.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	EXPLORE test is administered to all middle school students at school's cost.	
	College & Career Admissions and Affordability ----->			3
	<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. 	College visits are organized by the school. Students visit colleges around the country, taking trips to DC, New York, Wisconsin and Illinois.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school provides high school and neighborhood support with opportunities to keep students and families informed. We host kindergarten "teas," visits to the next grade level and Pre-K information sessions.</p> <p>Parents are informed in advance of the requirements in the transition grades (3, 6, & 8).</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			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. 	<p>The school is extremely fiscally responsible with resources allocated to help the school move forward.</p> <p>Teachers are encouraged to seek supportive funding from outside sources and many do so.</p> <p>Most spending is focused on student achievement.</p> <p>Teachers need to be further informed about the budget spending.</p> <p>Allocation of funds is not always equitable.</p>	
	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. 	<p>New hires are interviewed by a committee that includes representatives from the grade level, discipline, and administration.</p> <p>They are asked to illustrate their writing expertise but not teaching.</p>	
Use of Time ----->			2	
	<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>More time is needed for teacher collaboration.</p> <p>Teachers meet with students, on their own time, to assist them.</p> <p>Academic scheduling meets the requirements of CPS mandates.</p> <p>Teacher collaboration occurs before, after and during the school day.</p> <p>Multi-grade meetings occur but with less frequency.</p> <p>Bilingual has little, if any, time to meet.</p> <p>Intervention is conducted at the teacher's discretion.</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

Bateman School, in partnership with our families, community, and stakeholders, builds literacy in all curricular areas by providing a rigorous education in a safe and healthy environment. Cooperative learning experiences in multicultural classrooms foster mutual respect and individual responsibility, setting our students on the path to high school, college, and career readiness.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Early Math and Literacy	Mclass math@, DIBELS, IDEL, Reading 3-D, and Spanish 3-D data analysis illustrates that many of our students are not achieving at the projected levels for success. Progress monitoring is not being conducted with fidelity. Growth is not evident in many students. Writing has to become an integral part of the curriculum in order for students to fully comprehend.
2	Achievement Gaps in Math and Reading	The lowest performing students, identified through Scantron data analysis and future related assessments, need to receive targeted instruction through intervention blocks. Students in RtI levels II and III need to receive additional instruction on a regularly scheduled basis. RtI notebooks, with research-based strategies and interventions need to be further developed. Behavior modification programs may help reluctant learners to attend to academic priorities. Writing has to be a part of all disciplines in order to further develop skills with supporting evidence.

3	Transition to High School, College and Careers	<p>EXPLORE results indicated that many students are not scoring in the ranges essential to college admission and success. Teachers need to become familiar with the tenants of EXPLORE and unpack the skills to best instruct their students.</p> <p>Achieve 3000 (reading and science) partnered with thought-based questions and Khan Academy (math) web-based programs should be considered to provide the students with the additional support and practice necessary for success.</p> <p>Writing across the curriculum needs to be included in all disciplines.</p>
4	Science	<p>Scantron score analysis reveal low NPR (National Percentile Ranking) among many classrooms.</p> <p>Achieve 3000 would provide additional support.</p> <p>The purchase of new texts especially informational, addressing CCSS, should be investigated.</p> <p>Leveled books, specific to subject, high interest journals and magazines, may assist as well.</p>
5	Increase the number of students who will meet and exceed the standards in math, reading and science while transisitioning to the Common Core State Standards.	<p>ISAT, Scantron, proposed new assessments and other data needs to be examined to identify the students in high "meets" (ISAT) and "high average" (Scantron) and those in low "exceeds" and low "far above average."</p> <p>These students need to receive targeted instruction in all curricular areas to elevate them to the next level and/or keep them at their advanced level.</p> <p>Additional writing exercises would provide a deeper understanding of the materials.</p> <p>A rigorous focus utilizing the stretch lexiles as well as purchasing challenging materials needs to be investigated.</p>

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
Early Math and Literacy	Mclass math@, DIBELS, IDEL, Reading 3-D, and Spanish 3-D data analysis illustrates that many of our students are not achieving at the projected levels for success. Progress monitoring is not being conducted with fidelity. Growth is not evident in many students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students in the lowest quartile in Mclass@math, DIBELS and IDEL, BOY assessments will exhibit a 10% growth in each of the upcoming administrations.	Instruction	All	Teachers	Quarter 1	Quarter 4		
A dedicated time for Tiers 2 and 3 interventions in the weekly schedule to address the needs of the most at-risk students on a timely basis, insuring students receive the help they need at the time that they need it.	Staffing	All	Assistant principal	Quarter 1	On-going		
Teachers will conduct bi-monthly and monthly progress monitoring to evaluate student progress and to measure growth for Rtl.	ILT/ Teacher Teams	All	Assistant principal	Quarter 1	On-going		
Increase the quantities of non-fiction texts in classrooms to 50% to comply with the NAEP Reading Framework recommendations (CCSS-L).	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Students will write(or draw and label- Kindergarten)- for a variety of purposes across the curriculum.	Instruction	All	Teachers	Quarter 1	On-going		
Primary teachers will be trained and then implement the Daily Five and Daily Café (a comprehensive literacy approach).	Professional Development	All	Principal and Lead Teacher	Quarter 1	Quarter 1		
Additional support will be provided for SWD and ELL students.	Staffing	English Language Learners	Principal	Summer 2012	On-going		
Order books for the CPS Literacy Content Framework to include anchor texts, theme-based collections of short texts, read aloud texts and ancillary tests.	Instructional Materials	All	Curriculum Coordinator	Summer 2012	Quarter 1		
Students will incorporate learning to write and writing to learn and begin to practice writing about texts.	Instruction	All	Teachers	Quarter 1	On-going		



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Achievement Gaps in Math and Reading	The lowest performing students , identified through Scantron data analysis and future related assessments, need to receive targeted instruction through intervention blocks. Students in RtI levels II and III need to receive additional instruction on a regularly scheduled basis. RtI notebooks, with research-based strategies and interventions need to be further developed.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students identified as in need of additional support through data analysis and teacher observations will receive supplemental instruction via differentiation. Additional support will also be provided to accommodate RtI.	Instruction	All	Principal/Curriculum Coordinator	Quarter 1	On-going		
A dedicated time for Tiers 2 and 3 interventions will be scheduled to address the needs of the most at-risk students on a timely basis, insuring students receive the help they need at the time they need it.	Instruction	All	Principal/curriculum Coordinator	Quarter 1	On-going		
Increase the number of non-fiction texts in all classrooms to build knowledge through content-rich non fiction and informational text and supply anchor texts, leveled theme-based collections and read aloud texts to support CCSS units.	Instructional Materials	All	Principal/ Curriculum Coordinator	Summer 2012	Quarter 1		
Expand the writing curriculum to enable students to draw evidence from texts and receive additional support to deepen writing strategies learned.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Students will monitor and chart their growth (or lack of) on data walls, charts and individual portfolios as our culture of Data Driven policies expands our technological integration.	Instruction	All	ILT/Principal	Quarter 1	Quarter 4		
Students will conduct quarterly research projects while building knowledge through using many sources via content-rich nonfiction and informational text.	Instructional Materials	All	ILT/Principal	Quarter 1	Quarter 4		



Strategic Priority 2

Achieve 3000 and Khan Academy will provide students with additional web-based practice and knowledge in reading and writing about the curriculum - subjects such as reading, math, science, and social studies.	Instructional Materials	All	ILT/Principal	Quarter 1	On-going		
Teachers will expand curriculum mapping to broaden writing across the curriculum and other areas.	ILT/ Teacher Teams	All	Principal/ILT	Summer 2012	On-going		
Ongoing formative assessments will allow teachers to check for understanding. Examples used would include journal prompts, tests, projects and observations of student work. After analysis of products, teachers will adjust their instruction.	ILT/ Teacher Teams	All	Principal/ILT	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Transition to High School, College and Careers	EXPLORE results indicated that many students are not scoring in the ranges essential to college admission and success. Teachers need to become familiar with the tenants of EXPLORE and unpack the skills to best instruct their students. Achieve 3000 (reading and science) partnered with thought-based questions and Khan Academy (math) web-

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue hosting Bateman's annual High School Fair, allow students to shadow high school students, visit perspective high schools and attend CPS's High School Fairs (if provided).	Other	Other student group	Counselor, Assistant Principal and 8th Grade Teachers	Quarter 1	On-going		
Expand and continue visits to local and distant colleges to instill the value of continuing education and doing well in 8th grade and high school.	Other	Other student group	Counselor, Assistant Principal and 8th Grade Teachers	Quarter 2	Quarter 4		
Expand the Junior Achievement program and try to establish a program where members interact with the students more than one time a year.	Instruction	All	Curriculum Coordinator/ AP	Quarter 1	On-going		
Develop a Career Fair to enable students to experience the opportunities available to them.	Instruction	All	AP	Quarter 3	Quarter 3		
Establish a middle school committee to address the tenants of Explore and incorporate into all grades. Increased focus and follow-up on career "inventory" aspects of Explore (grades 6-8).	ILT/ Teacher Teams	All	ILT, Counselor, Principal	Summer 2012	On-going		



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
Science	Scantron score analysis reveal low NPR (National Percentile Ranking) among many classrooms. Achieve 3000 would provide additional support. The purchase of new texts especially informational, addressing CCSS, should be investigated. Leveled books, specific to subject, high interest journals and magazines, may assist as well.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will demonstrate insightful thought questions on Achieve 3000 after completing a science passage.	Equipment/Technology	All	Teachers	Quarter 1	On-going		
Continue funding of Bateman's Saturday Science Enrichment Academy (partnering with Adler and Northwestern).	After School/Extended Day	All	Assistant Principal	Quarter 2	Quarter 3		
Pursue the Museum of Science and Industry Science Club and establish a partnership.	After School/Extended Day	All	Assistant Principal	Quarter 1	On-going		
Design and conduct Professional Development for all teachers in the area of science	Professional Development	All	Principal/Curriculum Coordinator	Summer 2012	Quarter 1		
Purchase leveled science texts to accommodate students abilities and interests	Instructional Materials	All	Curriculum Coordinator/ Science Department	Summer 2012	Quarter 1		



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
Increase the number of students who will meet and exceed the standards in math, reading and science while transiting to the Common Core State Standards.	ISAT, Scantron, proposed new assessments and other data needs to be examined to identify the students in high "meets" (ISAT) and "high average" (Scantron) and those in low "exceeds" and low "far above average." These students need to receive targeted instruction in all curricular areas to elevate them to the next level and/or keep them at their advanced level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze ISAT, Scantron (or MAP after 9/12) and 1st quarter CCSS to develop a list of students who are at or near the highest designations on the assessments. Target these students to receive a more challenging curriculum to ensure that they do not drop to the levels below.	ILT/ Teacher Teams	Other student group	Teachers/ILT	Quarter 1	On-going		
Purchase additional materials and technology to challenge students.	Equipment/ Technology	Other student group	Curriculum Coordinator/ AP	Quarter 1	Quarter 1		
Investigate the purchase of a social and/or emotional curriculum to address needs.	Instructional Materials	Other student group	Counselor	Summer 2012	Quarter 1		



Strategic Priority 5
