Scott Joplin Elementary School

Englewood-Gresham Elementary Network

7931 S Honore St Chicago, IL 60620

ISBE ID: 150162990252775

School ID: 609805

Oracle ID: 22281

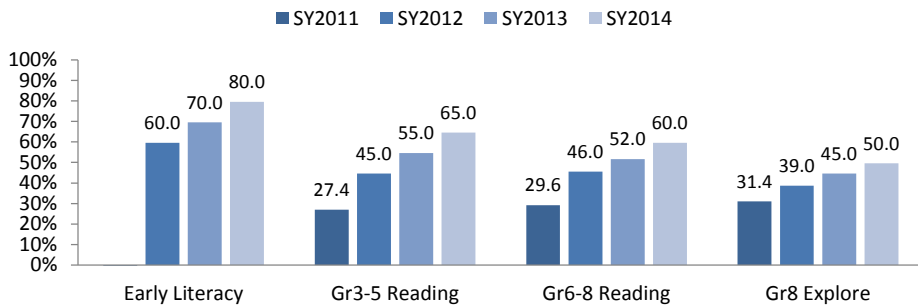CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

At Scott Joplin Elementary School, we want to create students that are self-motivated, self-generated, and self-propelled, and view excellence as a habit, not an act. Scott Joplin promotes a high quality education preparing ALL students for a successful high school, college and career experience. Students will take an active role in their learning and have a positive impact on community and society.
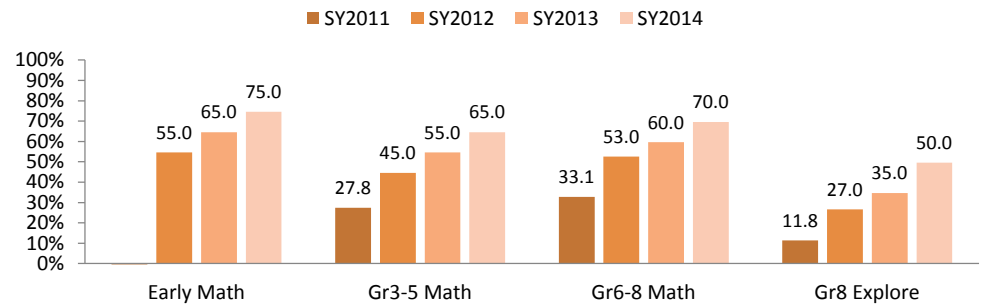
Strategic Priorities

1. Common Core: As we move and prepare to implement Common Core, the administration, ILT and staff will ensure that ALL students, including students with disabilities are college and career ready based on student and district wide data. Administrators will work collaboratively with the ILT and grade level teams to ensure students are

2. Full School Day: With the additional time added to the school day, there is restructuring that needs to be done to meet the needs of the students and the teachers. Science is being added to the Middle School student schedules so that daily Science instruction is reflected. Likewiese, Music is being added to the school day for enrichment for the

3. Climate , Culture and Attendance: School Climate, Culture, Attendance and Safety is very important to our schoolwide community. This is important while we try to implement a culture of calm throughout our school. We will continue to implement PBIS and Attendance Initiatives to promote positive behavior and increase attendance

4. REACH : Next year we will be moving to a new teacher evaluation system. There is a need for teachers to be trained and professionally developed around the domains and the rubric. In addition, this new REACH system will better equip teachers with strategies, consistency and implementation of high quality instruction. This initiative will

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy		60.0	70.0	80.0
Gr3-5 Reading	27.4	45.0	55.0	65.0
Gr6-8 Reading	29.6	46.0	52.0	60.0
Gr8 Explore	31.4	39.0	45.0	50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		55.0	65.0	75.0
Gr3-5 Math	27.8	45.0	55.0	65.0
Gr6-8 Math	33.1	53.0	60.0	70.0
Gr8 Explore	11.8	27.0	35.0	50.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Scott Joplin 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
Stephanie Allen	Classroom Teacher
Angelina Williams	Lead/ Resource Teacher
Juan Ascencio	Classroom Teacher
LaNedra Mitchell	Special Education Faculty
Sherri Elligan	Classroom Teacher
Karen Rogers	Classroom Teacher
Monica Cook	Classroom Teacher
Kimberly Williams	Classroom Teacher
Davonta Sabbs	Classroom Teacher
Vanessa Dixon	LSC Member
Karen Austin	Assistant Principal
Alene Mason	Principal

2012-2014 Continuous Improvement Work Plan

Scott Joplin Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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	NDA	60.0	70.0	80.0	**Early Math** % of students at Benchmark on mClass	NDA	55.0	65.0	75.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.4	45.0	55.0	65.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	27.8	45.0	55.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.9	73.0	80.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.4	61.0	67.0	78.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.6	46.0	52.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	33.1	53.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.6	69.0	75.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.7	58.0	65.0	72.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	31.4	39.0	45.0	50.0	**Explore - Math** % of students at college readiness benchmark	11.8	27.0	35.0	50.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.0	96.0	97.0	98.0		**Misconducts** Rate of Misconducts (any) per 100	44.5	30.0	20.0	15.0

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	64.0	79.0	84.0	86.0		**ISAT - Reading** % of students exceeding state standards	12.2	15.0	18.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	70.2	75.0	79.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	9.8	15.0	18.0	22.0
ISAT - Science % of students meeting or exceeding state standards	63.7	70.0	75.0	80.0		**ISAT - Science** % of students exceeding state standards	3.2	4.5	5.5	10.0

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	-->		**3**
• 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.	Establishede goals for student achievement using IAF's assessments Clear measurable goals outlined by administration Using universal data: SCANTRON, STEP, DIBELS to guide the student achievement	
Principal Leadership	-->		**3**
• 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.	Weekly faculty meetings, emails, calendar of events, and agendas Creating a clear vision for the school Observations, strategic planning, consistency, data collection, and partnerships Principal clarifies a vision for the instructional best practice. Works with each staff member through observations and provide feedback on student assessments	

DIMENSION 1:Leadership

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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 teams and committees rotate among staff members Consistent parent volunteers and an active PAC Every teacher is given the opportunity to lead and have exposure to the various teams and committees	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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	Lead various professional developments Team is knowledgeable and work well in collaboration on many task outside of their other responsibilities Representatives report to their grade levels with information and data	
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.	Surveys and data driven Professional development and grade level meetings Classroom observations Student portfolios with work and assessments Weekly progress reports for K-8th grade	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	Quarterly instructional planning Early planning with modifications added as needed throughout the academic year Time was given for each grade level to review data and map out student's academic plan per quarter A work in progress	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	We can use more equipment and resources for various grade levels. There should be a set budget to purchase the resources to support instruction throughout the academic year	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• 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.	Professional development on proper administration of assessments, grade level meetings and correspondence Communication from administration about assessment data and how to use to guide instruction	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• 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.	Classroom based assessments and collaboration Standards and objectives are included in lesson plans, posted in the class and shared wit the student during the lesson Bulletin boards displaying the skills taught guided by the standards and learning objectives	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Intervention	-->		3
• 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.	Universal screener such as SCANTRON, monthly curriculum mapping and lesson plans that incorporate differentiated instruction Administration has put in place various programs for interventions and enrichments: Jaguar Academy, JTAP (Joplin Targeted assistance Program) Students are pulled out 2 to 3 time a week for remediation of skill deficits.	
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.	Observations, Grade Level and ILT team Data analysis and usage on all agendas Attending professional developments in and outside of home school	

Professional Learning

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	Professional developments Content lead professional developments and grade level meetings	
	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.	Veteran teachers support new staff in their teams or grade levels Observations for support, teaching teams, and mentoring	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	PBIS Expectations and College week AVID	
	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.	All staff members SWD are included in grade level experiences in and outside of the classroom	
	Behavior& Safety -->			**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	PBIS	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*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.	Local School Counsil Meetings, Parent/Teacher conferences Parent family nights, work samples, Go for the Gold weekly progress reports	
	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.	Weekly Go for the Gold, parent telephone conferences, behavior and homework logs	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Family Night, Student performances, PAC and parent volunteers PBIS parent volunteer Grandparents Day, Awards Assemblies, Bi Yearly Art Show	

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.	Community Partnership with Shelters and social agencies	
N 6: College and Career Readiness Supports	*College & Career Exploration and election*	-->		**3**
	• 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.	High School Fair and College Week	
	Academic Planning	-->		**3**
	• 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.	Quarterly Planning	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	Before and After School programs Saturday School Content Based Field Trips	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	*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.	Explore Assessment	
	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.		
	Transitions	-->		3
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Instructional Planning	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• 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.	On goning grant opportunities	
	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.	Internships, other professional volunteers	
	Use of Time	-->		**3**
	• 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.	On going collaboration	

Date Stamp November 22, 2012

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

At Scott Joplin Elementary School, we want to create students that are self-motivated, self-generated, and self-propelled, and view excellence as a habit, not an act. Scott Joplin promotes a high quality education preparing ALL students for a successful high school, college and career experience. Students will take an active role in their learning and have a positive impact on community and society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	**Common Core:** As we move and prepare to implement Common Core, the administration, ILT and staff will ensure that ALL students, including students with disabilities are college and career ready based on student and district wide data. Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT, Unit and Performance Assessments and District Level Assessments. Structures and supports will be in place to monitor student progress. The use and incorporation of technology can help us reach our instructional goals. In addition, opportunities for teacher collaboration to support the development of Literacy, Math, Science and Social Studies units based on the Common CoreState Standards. We will focus on improving instruction across the curriculum.	According to the Consortium 5 school Essentials, Joplin's Instructional leadership is average. Areas of opportunity include ambiguous instruction which is average and collaborative teachers is a weak area for our school. As we make the transition to support and implement Common Core, there are systems that must be in place to improve in these areas, build teacher capacity, support teaching and learning and support more practical, meaningful and rigorous instruction for all students, including students with disabilities, incorporating technology and professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings, and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and career readiness. Not to mention, there is a need for intervention and acceleration to ensure that students receive the necessary supports and instruction to meet their targets.

2	**Full School Day:** With the additional time added to the school day, there is restructuring that needs to be done to meet the needs of the students and the teachers. Science is being added to the Middle School student schedules so that daily Science instruction is reflected. Likewiese, Music is being added to the school day for enrichment for the students and to support the guidelines for teacher contractual obligations. Additionally, the Full School Day schedule will support additional time for writing and intervention/enrichment to better support students. The Full School Day schedule will also help support teachers and administrators as we unpack, develop curriculum maps, develop unit plans and performance assessments. Lastly, to fully implement the Full Day Schedule we need to involve our parents and community partners to help support lunch and recess.	Consistent Science in Middle grades is much needed due to the stagnant scores on district assessments. This will provide consistent and sustainable instruction. The instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the Common Core State Standards. Teachers will have more time to analyze student work and review plans to enhance instruction and design quality performance assessments and check points to ensure that students are meeting the standards and individual targets. As a result, student portfolios and progress monitoring and planning can be more meaningful. This additional planning and collaboration time can support Joplin's Scorecard allowing teachers to focus on student Grade Level Performance and Keeping Pace in Reading and Math. Likewise this will also effect our rating for collaborative teachers moving from weak to strong. Also by involving our parents and community partners in the implementation of the Full School Day, we can capitalize on Parent Perception-Engagement and Environment and impact Involved families and Supportive Environment moving from weak and average to strong on our Scorecard.
3	**Climate , Culture and Attendance:** School Climate, Culture, Attendance and Safety is very important to our schoolwide community. This is important while we try to implement a culture of calm throughout our school. We will continue to implement PBIS and Attendance Initiatives to promote positive behavior and increase attendance every year. Our enrichment programs and extra curricular activities will help support this priority and involving our students, parents, staff and administration we can ensure that we make progress toward achieving this priority.	Based onthe Joplin's Scorecard students report that safety is a concern primarily due to bullying. The Student Perception of Safety is 35 which indicated that this was a weak area that needs to be addressed. Likewise on the Scorecard, Parent Perception of our school wide environment was considered average. We received a score of 50. It is or goal to increase our score from average to very strong. Additionally, through continued incentives and change in behavior it is our goal to decrease the suspension rate and foster other ideas to assist students in correcting negative behavior. There is a need to increase the attendance rate of our students, provide supports for anger and coping, character education and social and emotional supports for students. We will provide incentives, opportunities for recognition for increased attendance and academic improvements. Focusing on these areas and seeking community partenerships would enhance the school culture in a positive way. It will be evidenced by an increase in student achievement, decrease in suspension rates (currently 44.6), increased attendance rates (currently 95) and participation in extra curricular activiites.
4	**REACH :** Next year we will be moving to a new teacher evaluation system. There is a need for teachers to be trained and professionally developed around the domains and the rubric. In addition, this new REACH system will better equip teachers with strategies, consistency and implementation of high quality instruction. This initiative will support Joplin Scorecard to prepare students for college and career readiness.	Administration needs to support teachers through the transition of the new Teacher Evaluation tool so that it can be most effective and directly impact instruction. The goal is to ensure high quality teaching and learning is taking place. This teacher evaluation process will enable teachers and administration to be more reflective and creatively plan with the end goal in mind. This will also help suppor Ambitious Instruction on Joplin's Scorecard. Instruction will be clear, challenging and engaging;thus, helping us tomove from average to very strong.
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
Common Core: As we move and prepare to implement Common Core, the administration, ILT and staff will ensure that ALL students, including students with disabilities are college and career ready based on student and district wide data. Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered	According to the Consortium 5 school Essentials, Joplin's Instructional leadership is average. Areas of opportunity include ambiguous instruction which is average and collaborative teachers is a weak area for our school. As we make the transition to support and implement Common Core, there are systems that must be in place to improve in these areas, build teacher capacity, support teaching and learning and support more

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide staff with professional development opportunities to increase their knowledge of the CCSS	After School/ Extended Day	All	Principal/ILT	On-going	On-going		
Technology hardware/software will be upgraded/purchased to support Common Core State Standards, testing, and instruction, creating learming opportunities for all students including students with disabilities. Thus helping Joplin increase academic gains by at least 10% per year.	Equipment/ Technology	All	Principal & Technology Coordinator	Summer 2012	On-going		
To provide parents with the necessary tools to support student learning at home.	LSC/ PAC/ PTA	All	ILT	On-going	Quarter 1		
To purchase materials to support Litearcy Common Core	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide materials to support Math Common Core	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide funds to support Science Common Core	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide teachers to materials and subcriptions to support complex text	Instructional Materials	All	ILT	Summer 2012	On-going		
On track graduation and promotion must be carefully monitored. School teams will compare lesson plans, grades, weekly assessment data, quarterly assessent data and attendance.	Instruction	All	Administrators, ILT, Counselor, Teachers, Students and Parents	Quarter 1	On-going		
To provide funds to support Social Science Common Core	Instructional Materials	All	Principal	On-going	Quarter 1		
Technology will be made available for students with disabilities. The goal is to close the achievement for the targeted students in relationship to their general ed peers.	Equipment/ Technology	Students With Disabilities	Teachers, Counselor, Case Manager	Quarter 1	Quarter 1		

Strategic Priority 1

Provide parent training for parents to better understand how to support their children Common Core	LSC/ PAC/ PTA	All	Administration, ILT and Teacher Teams	Quarter 1	On-going		
Technology hardware and software will be upgraded or purchased to support Common Core State Standards, testing, and instruction, creating learming opportunities for all students including students with disabilities. The will help in meeting the goal of increasing academic gains by at least 10% per year.	Equipment/ Technology	All	Principal & Technology Coordinator	Summer 2012	On-going		

Date Stamp November 22, 2012

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
Full School Day: With the additional time added to the school day, there is restructuring that needs to be done to meet the needs of the students and the teachers. Science is being added to the Middle School student schedules so that daily Science instruction is reflected. Likewiese, Music is being added to the school day for enrichment for the students and to support the guidelines for teacher contractual obligations. Additionally, the Full School Day schedule	Consistent Science in Middle grades is much needed due to the stagnant scores on district assessments. This will provide consistent and sustainable instruction. The instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the Common Core State Standards. Teachers will have more time to analyze student work and review plans to enhance instruction and design quality performance

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
To purchase a position for Science teacher in the Middle School	Staffing	Other student group	Principal	Quarter 1	Quarter 1		
To purchase a position for a music to support Full School Day	Staffing	All	Principal	Quarter 1	Quarter 1		
To provide a stipend for parents to help implement recess and lunch duty	Parental Involvement	All	Principal	Quarter 1	On-going		
Based on student assessment data from Mclass, NWEA, STEP and BAS, we will identify the professional development needs to improve instruction.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Teacher teams will be supported with analyzing data and making instructional decisions for meeting ALL students needs.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Professional development will be provided for teachers as they unpack the CCSS and develop unit plans that engage students.	Professional Development	All	Administration and ILT	Summer 2012	On-going		

Strategic Priority 2

Scott Joplin Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Climate , Culture and Attendance: School Climate, Culture, Attendance and Safety is very important to our schoolwide community. This is important while we try to implement a culture of calm throughout our school. We will continue to implement PBIS and Attendance Initiatives to promote positive behavior and increase attendance every year. Our enrichment programs and extra curricular activities will help support this priority and involving our	Based onthe Joplin's Scorecard students report that safety is a concern primarily due to bullying. The Student Perception of Safety is 35 which indicated that this was a weak area that needs to be addressed. Likewise on the Scorecard, Parent Perception of our school wide environment was considered average. We received a score of 50. It is or goal to increase our score from average to very strong. Additionally, through continued incentives and

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School-wide discipline and student achievement will be monitored through PBIS, Attendance, honor roll, principal scholar, most improved, student of the week and student of the month.	Supplies	All	Asst. Principal	Quarter 1	On-going		
Develop a system to support communication between home and school	Supplies	All	Principal	Summer 2012	On-going		
Activities to engage parents and students will focus on developing a thirst for knowledge through Curriculum Nights and schoolwide workshops and training. Student academic success will also be recognized: Improvement in grades and increased assessment data.	Parental Involvement	All	Teachers	Summer 2012	On-going		
School in partnership with community organizations will offer ALL students opportunities to participate in extra-curricular activities.	After School/ Extended Day	All	Teachers, administrators	Quarter 1			
Purchase supplies to support schoolwide incentives	Supplies	All	Administration	Quarter 1	On-going		
To purchase off duty officer to assist with school safety	Staffing	All	Administration	Quarter 1	Quarter 1		
Discipline will be tracked and monitored using Dashboard and other tools to insure that Joplin maintains an optimal learning environment. Monthly data walls will be published and posted in the halls and monthly attendance rallies will honor students that have mainted good behavior, attendance, and academic performance. The goal is to decrease disciplinary infractions by 10% and increase daily attendance to 97% yearly.	Other	All	Attendance Cordinator, Administration, Teachers	Quarter 1	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
REACH : Next year we will be moving to a new teacher evaluation system. There is a need for teachers to be trained and professionally developed around the domains and the rubric. In addition, this new REACH system will better equip teachers with strategies, consistency and implementation of high quality instruction. This initiative will support Joplin Scorecard to prepare students for college and career readiness.	Administration needs to support teachers through the transition of the new Teacher Evaluation tool so that it can be most effective and directly impact instruction. The goal is to ensure high quality teaching and learning is taking place. This teacher evaluation process will enable teachers and administration to be more reflective and creatively plan with the end goal in mind. This will also help suppor Ambitious Instruction on Joplin's Scorecard.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will engage in professional learning opportunities that will better prepare teachers for REACH	Professional Development	All	Administration	Quarter 1	On-going		
Teacher teams will collaborate and reflect on instruction across content areas.	After School/ Extended Day	All	ILT and Teacher Teams	Quarter 1	On-going		

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