



2012-2014 Continuous Improvement Work Plan

Norman A Bridge Elementary School

O'Hare Elementary Network

3800 N New England Ave Chicago, IL 60634

ISBE ID: 150162990252095

School ID: 609810

Oracle ID: 22321



Mission Statement

It is the fundamental mission of Bridge School to provide the opportunities and resources in the least restricted environment for students of all ages, abilities, and disabilities including general education, Special Education and English Language Learner students, to develop and emphasize the academic and social skills they need to pursue personal goals and to make positive contributions to the greater community. By combining forward-thinking professionals, abundant learning materials, academic supports for unique learning needs, current technology, and community and parental resources, Bridge School will nurture and encourage a generation of life-long learners. Bridge stakeholders will then be able to assess, evaluate, and synthesize data and will be able to generate positive ideas for current and future situations as they become college and career ready.

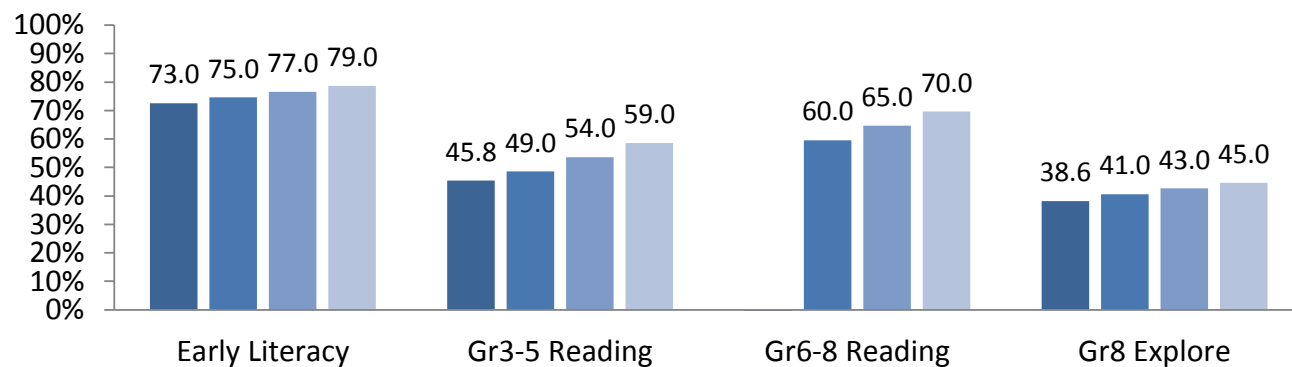
Strategic Priorities

1. Improve academic rigor in Reading instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.
2. Improve academic rigor in Math instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.
3. Create a Common Core State Standard based instructional/assessment program for Language Arts, Reading and Math.

School Performance Goals

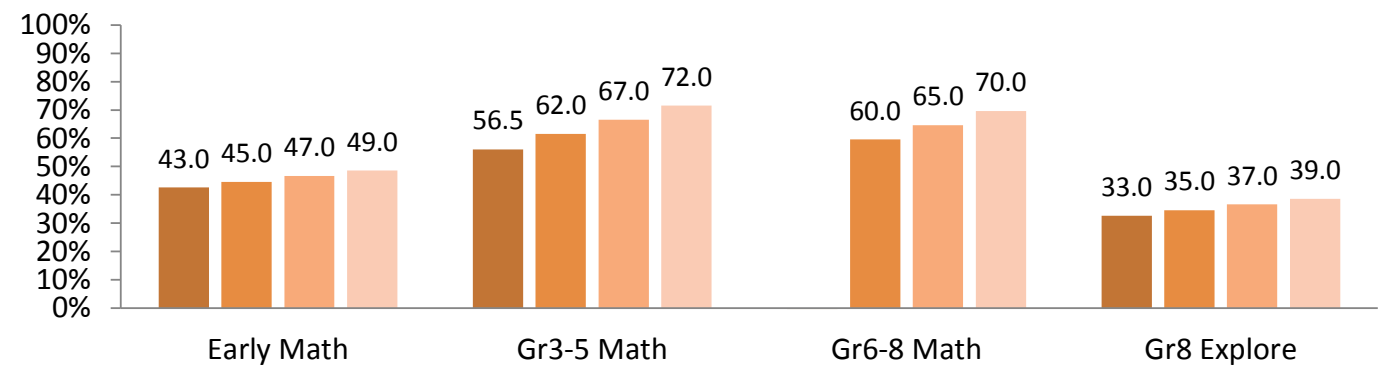
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Norman A Bridge 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
Dr. Christopher Brake	Principal
Mrs. Joyce Giannini	Assistant Principal
Ms. Iwona Dudek	ELL Teacher
Ms. Arlene Natale	Special Education Faculty
Mrs. Kathy Newport/Ms. Jessica Koeppel (7th/8th)	Classroom Teacher
Mrs. Laurie Green/Mrs. Christina Amato (5th/6th)	Classroom Teacher
Mrs. Peggy Bowen/Mrs. Eileen Schmeisser (3rd/4th)	Classroom Teacher
Mrs. Mary Loise/Mrs. Stephanie Anderson (1st/2nd)	Classroom Teacher
Mrs. Reem Evangelista/Ms. Megan Freeman (PK/K)	Classroom Teacher
Mrs. Jolanta Banaszak	Lead/ Resource Teacher
Mrs. Lynda Jurewicz	LSC Member



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	73.0	75.0	77.0	79.0		Early Math % of students at Benchmark on mClass	43.0	45.0	47.0	49.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.8	49.0	54.0	59.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.5	62.0	67.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.9	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	74.0	76.0	78.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	60.0	65.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	55.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	60.0	65.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	38.6	41.0	43.0	45.0		Explore - Math % of students at college readiness benchmark	33.0	35.0	37.0	39.0



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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	95.6	96.0	96.3	96.6					
					Misconducts Rate of Misconducts (any) per 100	6.6	6.0	5.5	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	79.3	81.0	82.0	83.0		ISAT - Reading % of students exceeding state standards	18.9	21.0	23.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	91.4	92.0	92.5	93.0		ISAT - Mathematics % of students exceeding state standards	27.8	30.0	32.0	34.0
ISAT - Science % of students meeting or exceeding state standards	82.1	82.5	83.0	84.0		ISAT - Science % of students exceeding state standards	20.2	22.0	24.0	26.0

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 ----->			4
	<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>60% of students meet RIT growth on the NWEA. Individual and small group instruction based on RIT score and RtI data is used to narrow the achievement gap. DIBELS/NWEA MAP/ISAT data used to drive instruction. Brigance & KTEA data used for Response to Intervention (RtI). ST Math/Compass Learning data used to drive instruction. After-School Program data is also used to drive instruction.</p> <p>The school has established clear performance goals and priorities for students and staff.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal provides/communicates information for workshops regarding best practices that improve and strengthen individual teacher performances.</p> <p>Principal works with the ILT and GLTs to train staff and implement district-wide programs and initiatives.</p> <p>Principal provides constructive criticism regarding classroom concerns to teachers in a timely manner to improve instructional delivery effectiveness.</p> <p>Principal notifies and encourages staff to attend PD opportunities and to present information and strategies to staff.</p> <p>Principal communicates school performance to the school community through the monthly school newsletter and monthly LSC, PTA, BAC, NCLB PAC and other parent meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>Bridge School teachers are invested in the success of the school through membership on the ILT, GLT, Rtl, and CIWP teams. GLT's work with administration to assess and select grade level/school-wide curriculum materials and plan school-wide policies and instructional strategies.</p> <p>Teachers that have attended Professional Development workshops and conferences frequently present school-wide PD training to other staff.</p> <p>Bilingual, Special Education and Grade Level chairpersons coordinate with teacher teams to ensure individual student needs are being met.</p> <p>Mentor teachers are selected and assigned to new staff. Bridge staff write grants as individual teachers and grade level/department teams.</p> <p>Bridge staff members are represented by a Chicago Teachers Union teacher representative delegate.</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 members are experts in their respective fields and disciplines. ILT members conduct school-wide PD to staff disseminating knowledge and skills attained at Network in-services and other outside PD trainings.</p> <p>ILT members utilize GLT meetings to inform teachers of current policies and initiatives.</p> <p>ILT members frequently review data with administration and GLT's to monitor policy and program effectiveness while making necessary adjustments as needed.</p>	4
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>Classroom teachers meet weekly with GLT's to analyze data and make required adjustments to meet the instructional needs of all students. ILT's and GLT's meet with administration on a monthly basis to analyze data and make necessary grade level/school-wide adjustments in school mprograms.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>Grade Level Teams (GLT) are given common planning time to discuss scope and sequence. Grade levels all have text books aligned with Common Core Standards. GLT's feel free to ask the Principal for supplemental materials. GLT's discuss curriculum on a formal basis once a week and on an informal basis at least three times per day, before school, during common preparation periods and after school.</p>	
	Instructional materials ----->			3
<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Grade levels have several sets of supplemental materials that can be used to adjust the curriculum for Special Ed and ELL. Grade levels also have materials for enrichment. These include classroom sets of trade books that are at grade level, below grade level and above grade level to meet all students needs.</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 ----->			4
<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>GLT's meet before the school year to evaluate test data before the school year begins. At the beginning of the year classroom teachers all give a diagnostic placement test in reading to determine the student's current instructional level. Teachers also give Benchmark tests to monitor student learning on a frequent basis. This is in addition to NWEA MAP and DIBELS testing.</p> <p>GLT's are creating CCSS based instructional units with accompanying CCSS based performance assessments for the 2012-2013 school year.</p> <p>Modifications and accommodations for ELL/SPED students are included in all instructional activities and assessments.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			4
<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>Objectives and procedures are documented in all classroom/grade level teacher's lesson plans.</p> <p>Each teacher writes the learning objectives for the day on the interactive whiteboard. The objectives are discussed before, during and after instruction. This ensures that the students are understanding and mastering concepts. Classroom teachers take every opportunity to make sure these concepts relate to the real world and how and why the students will need them.</p> <p>Classroom teachers utilize Bloom's Taxonomy and the Hess Cognitive Rigor Matrix in progressing from low- to high-level questioning techniques that promote deeper student thinking and comprehension.</p> <p>Grade level teacher teams are aligning curriculum maps with the new Common Core State Standards (CCSS) initiative for the 2012-2013 school year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The KTEA, Brigance, DIBELS, NWEA MAP, ISAT, ACCESS, and curriculum/classroom assessments are utilized to screen and identify students in need of academic intervention.</p> <p>Every student at Bridge School has an RTI folder that follows them from Grade to Grade. The teachers receive these folders for their new class during the last week of school. This lets the teacher have the entire summer to plan individual interventions for each and every child. bridge teachers also use this tool to provide enrichment for students that excel. Before the school year starts, the GLT's meet with the Assistant Principal (RtI Coordinator) to go over all RTI folders. Teachers then make decisions regarding the students before the school year begins. The RtI Coordinator meets with the GLT's on a monthly basis to re-evaluate and assess individual student progress and educational program effectiveness. Adjustments are made to these individual student programs as needed on a monthly basis based on student progress. Our Principal and Assistant Principal are available for support at all times. We also discuss RTI in our team meetings with ELL, SPED and Resource teachers</p>	
Professional Learning	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Teachers attend frequent whole-staff professional development meetings, Network Instructional Leadership Team meetings as well as grade/subject specific professional development opportunities. Teachers also attend professional development opportunities that are grade level appropriate.</p> <p>CPS/O'Hare Network professional development activities inform and train staff on district-wide priorities and program goals. Weekly teacher collaboration ensures effective implementation of professional development initiatives.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>GLTs are all supported by a grade level ILT member and ELL/SPED specialists. These teams meet formally/informally on a daily/weekly/monthly basis to coordinate planning, instruction and assessment. Teams have set days/times to meet based on student needs and scheduling.</p> <p>GLT's collaborate with the school Service Providers informally and formally on a regular basis.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers are paired with a Grade Level Team member to coach and advise. All teachers have individualized professional development plans that are required for annual re-certification. Teachers are given consistent feedback regarding classroom effectiveness with encouragement to attend professional development opportunities in needed areas.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Classroom teachers encourage the students to be excited about school - now and in the future. Staff wear apparel representing colleges and universities on an annual school-wide College Spirit Day. Jr. High teachers post a high school/college bulletin board that visually encourages higher learning. Staff encourage students to peruse and choose challenging high school courses.	
	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. 	Teachers and students have respectful relationships and disciplinary matters are always handled with an appropriate and fair response. Activities at Bridge School are inclusive of all ELL/SPED/General Education student populations. Classroom activities and projects address and celebrate the diverse home languages and cultures that comprise the Bridge School Community.	
Behavior & Safety ----->			4	
	<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. 	Bridge School utilizes the CPS Student Code of Conduct (SCC) to guide staff/administrative response with student disciplinary matters. The CPS SCC is based on a "Restorative Justice" model of behavioral interventions that emphasizes positive student behavior with corrective action. GLT's set clear expectations and boundaries for our students. A positive reinforcement RtI Behavior Management plan is in place for all students requiring interventions and increased support.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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>Bridge School holds an annual Open House the second week of the school year to allow parents and families to meet their child's teacher and to discuss standards and expectations.</p> <p>School performance is discussed with parents, families and school stakeholders on a monthly basis at the Local School Council and NCLB Parent Advisory Committee meetings. Bilingual Advisory Committee meetings are held throughout the school year to discuss English Language Learner student performance. Special Education meetings are held with individual families throughout the school year to discuss the progress of students with special needs.</p> <p>Teachers share student assessment data with parents at least eight times a year, four mid-quarter progress reports and four quarterly report cards. State and local student test results are shared with</p>	
	Ongoing communication ----->			4
	<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>Each Primary Grade level has a Weekly Homework Sheet that is signed by the parents on a nightly basis. This ensures DAILY communication between parents and the teacher. Teachers monitor to make sure that the Weekly Homework Sheets are signed and contact the family if teachers see that it is not being done. This sheet is not only for homework, but upcoming class and school activities. This is a great way to ensure all information is received</p>	
Bonding ----->			4	
	<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>The GLTs and classroom teachers have established a safe and comfortable learning environment.</p> <p>Bridge School has a Family Movie Night each month at no cost to the students or parents. This allows families to interact with the staff in an informal setting. We also have Family Reading Night each Spring. We use this time to encourage families to read and have activities for the students to keep them engaged. We also have a very active PTA which hosts several Book Fairs and Seasonal Events such as Santa Workshop and an OctoberFest Fall Festival for the families to engage in the Bridge School Community.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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>The GLT's, ELL/SPED/Departmental Teachers provide information and resources on how to support their children in their development.</p> <p>The school Specialized Services Department offers families referrals to social services agencies and provides available school support for student/family needs.</p>	
	College & Career Exploration and election ----->			3
	<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 Pre-K Team, in each classroom, explores the role of community members through dramatic play and unit experiences. Our students are exposed to community member experts through classroom visits and discussions. Students learn about & explore various careers, including careers in the community.</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>The Pre-K implemented student-led conferences where each student showed their family members how and what they learned at school.</p> <p>The school counselor conducts weekly Character Education classes with students that also instructs students on future school and career opportunities. The counselor also conveys information regarding high school opportunities and future school career paths. The Junior High staff use ability grouping for Reading.Math, all students set student goals from the Fall and Winter NWEA Tests, use of student portal is encouraged.</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 Pre-K Team provides ideas for extracurricular activities and enrichment to our families throughout the school year. After school programs are provided for students, including Kdg. Students and families are notified of community and city 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 ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>This is an area that needs improvement. Bridge teachers are in the process of implementing CCSS based instructional/assessment units that will prepare students for high school, and then college and career readiness.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	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 Pre-K Team meets regularly with the Kindergarten Team to discuss, plan, and implement transitional activities. A Pre-K/K Shadow Day is held each year to assist Pre-K students with the transition to Kindergarten. A similar "Shadow Day" is held for the 4th grade students transitioning from the Pre-K/4th grade elementary facility to the 5th/8th grade Jr. High facility. 8th grade students are encouraged to attend shadow days held at the high schools they will attend in the coming school year.</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 ----->			4
	<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>School needs are assessed and strategic priorities are developed prior to the creation of the upcoming school year budget. Administration, GLT's, classroom teachers and parents give input when developing the budget. Resources are allocated equitably to ensure all students (ELL, SPED and General Education) and educators are provided the supplies and materials necessary to optimize the learning environment.</p>	
	Building a Team ----->			4
	<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>Bridge School has zctive partnerships with several colleges and universities. Student teachers from these partnerships are evaluated and considered for future staff vacancies based on their talents and current school needs.</p> <p>A multi-step interviewing process is in place at the school, and the Grade Level Teams interview the candidates for their respective teams. Teacher turnover is extremely low at Bridge School.</p>	
Use of Time ----->			4	
	<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>Student needs and school-wide growth goals are the basis for Bridge School schedules. Subject area instructional period times are configured in the schedule to maximize student instruction and support during the school day. Resource classes and lunchroom periods are scheduled to allow common Grade Level Team planning opportunities.</p> <p>Structured intervention times are scheduled into grade level schedules for the 2012-2013 school year.</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

It is the fundamental mission of Bridge School to provide the opportunities and resources in the least restricted environment for students of all ages, abilities, and disabilities including general education, Special Education and English Language Learner students, to develop and emphasize the academic and social skills they need to pursue personal goals and to make positive contributions to the greater community. By combining forward-thinking professionals, abundant learning materials, academic supports for unique learning needs, current technology, and community and parental resources, Bridge School will nurture and encourage a generation of life-long learners. Bridge stakeholders will then be able to assess, evaluate, and synthesize data and will be able to generate positive ideas for current and future situations as they become college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve academic rigor in Reading instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.	Improved academic rigor in Reading instruction will increase student achievement resulting in a higher level of student college and career readiness.
2	Improve academic rigor in Math instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.	Improved academic rigor in Math instruction will increase student achievement resulting in a higher level of student college and career readiness.
3	Create a Common Core State Standard based instructional/assessment program for Language Arts, Reading and Math.	A CCSS based curriculum will add rigor to the educational program which will result in higher achievement levels for student college and career readiness.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Improve academic rigor in Reading instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.	Improved academic rigor in Reading instruction will increase student achievement resulting in a higher level of student college and career readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
DIBELS and NWEA MAP Assessments	Instruction	All	ILT/Teacher Teams	Summer 2012		On-Track	Data will be used to modify and guide reading instruction.
Bridge After-School Program	After School/ Extended Day	All	Classroom Teachers	Quarter 1		On-Track	Remedial/accelerated instruction in Reading for students not serviced in SES program. DIBELS/NWEA MAP/Compass Learning data will assist in progress monitoring.
SES After-School Program	After School/ Extended Day	Other student group	Classroom Teachers	Quarter 1		On-Track	Remedial instruction in Reading for low income At-Risk students. DIBELS/NWEA MAP/Compass Learning data will assist in progress monitoring.
Reading Professional Development	Professional Development	All	ILT/Teacher Teams	Summer 2012		On-Track	On-going professional development activities will continue through Summer, 2012 and on a weekly basis throughout the 2012-2013 school year on Wednesdays and during all-day staff development days. ILT/Teachers will also attend out-of-school/district workshops and conferences that will further the CCSS priority objectives.
Compass Learning Program	Equipment/ Technology	All	Classroom Teachers	On-going		On-Track	Before/during/after school remedial/accelerated differentiated instructional/tutoring support is generated by NWEA MAP data driven (individual student) online computer program.

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
Improve academic rigor in Math instruction to increase student achievement levels 5% in the K-2 (Early Literacy), 3-5/6-8 (NWEA MAP) student grade groups with enhanced focus on ELL/SPED student subgroups.	Improved academic rigor in Math instruction will increase student achievement resulting in a higher level of student college and career readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
DIBELS, mClass Math, and NWEA MAP Assessments	Instruction	All	ILT/Teacher Teams	Summer 2012		On-Track	Data will be used to modify and guide math instruction.
Bridge After-School Program	After School/Extended Day	All	Classroom Teachers	Quarter 1		On-Track	Remedial/accelerated instruction in Math for students not serviced in SES program. DIBELS/NWEA MAP/Compass Learning/ST Math data will assist in progress monitoring.
SES After-School Program	After School/Extended Day	Other student group	Classroom Teachers	Quarter 1		On-Track	Remedial instruction in Math for low income At-Risk students. DIBELS/NWEA MAP/Compass Learning/ST Math data will assist in progress monitoring.
Math Professional Development	Professional Development	All	ILT/Teacher Teams	Summer 2012		On-Track	On-going professional development activities will continue through Summer, 2012 and on a weekly basis throughout the 2012-2013 school year on Wednesdays and during all-day staff development days. ILT/Teachers will also attend out-of-school/district workshops and conferences that will further the CCSS priority objectives.
Compass Learning Program/ST Math	Equipment/Technology	All	Classroom Teachers	On-going		On-Track	Before/during/after school remedial/accelerated differentiated instructional/tutoring support is generated by NWEA MAP data driven (individual student) online computer program.

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
Create a Common Core State Standard based instructional/assessment program for Language Arts, Reading and Math.	A CCSS based curriculum will add rigor to the educational program which will result in higher achievement levels for student college and career readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Quarterly Units	Instruction	All	ILT	Summer 2012		On-Track	DIBELS/NWEA MAP/CCSS assessments will be utilized to evaluate effectiveness of CC instructional/assessment units.
Common Core State Standards Professional Development	Professional Development	All	ILT/Teacher Teams	On-going		On-Track	On-going professional development activities will continue through Summer, 2012 and on a weekly basis throughout the 2012-2013 school year on Wednesdays and during all-day staff development days. ILT/Teachers will also attend out-of-school/district workshops and conferences that will further the CCSS priority objectives.
Implement rigorous unit plans	Instruction	All	Classroom Teachers	Quarter 1		On-Track	
Implement teacher teams to build rigorous tasks and bridge plans in Math and English Language Arts	Instruction	All	ILT/Teacher Teams	On-going		On-Track	Summer institute for unit planning. Meet with teacher teams over the summer to develop quarterly unit plans.
Peer observations to provide support to colleagues and develop best practices	ILT/ Teacher Teams	All	Administration/ILT	Quarter 1		On-Track	Meet with teachers to share feedback and offer support where needed.



Strategic Priority 3

