Orville T Bright Elementary School

Lake Calumet Elementary Network

10740 S Calhoun Ave Chicago, IL 60617

ISBE ID: 150162990252096

School ID: 609811

Oracle ID: 22331

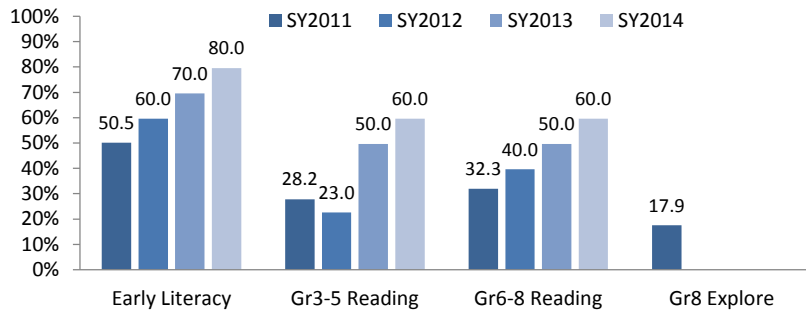CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Through rigorous learning activities, relevant content, and positive relationships with students: Orville T. Bright maintains high standards and expectations for students by providing a curriculum that instills a love, joy, and desire to learn; an ability to think critically in response to what is read and experienced in the world around them; the ability to communicate in a global world; and an appreciation of cultural diversity.
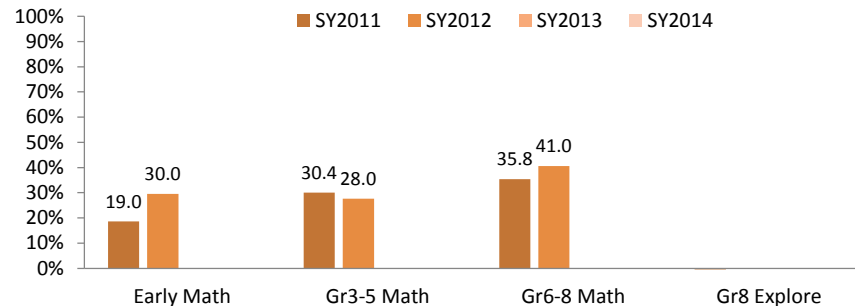
Strategic Priorities

1. Teachers will effectively use high quality text to align instruction with Common Core and Illinois Learning Standards, differentiate instruction and develop project based learning activities/assessments.

2. Consider implications of the Common Core to instructional practices with an emphasis on guided instruction.

3. Incorporate technology in core contents areas to support the structure and progression of the ELA and math standards.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	50.5	60.0	70.0	80.0
Gr3-5 Reading	28.2	23.0	50.0	60.0
Gr6-8 Reading	32.3	40.0	50.0	60.0
Gr8 Explore	17.9			

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	19.0	30.0		
Gr3-5 Math	30.4	28.0		
Gr6-8 Math	35.8	41.0		
Gr8 Explore				

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Orville T Bright 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
Millicent L. Clyburn	Principal
Teresa K. Nagy	Assistant Principal
Teresa K. Nagy	Counselor/Case Manager
Christine Garcia	Classroom Teacher
LaConya McKinney	Classroom Teacher
Belinda Banks-Moorw	Classroom Teacher
Janet Bartholdson	Lead/ Resource Teacher
Denese Porche'	Special Education Faculty
JuWann Jackson	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	50.5	60.0	70.0	80.0	**Early Math** % of students at Benchmark on mClass	19.0	30.0		

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.2	23.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	30.4	28.0		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.1	59.0	70.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	64.8	58.0		

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.3	40.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	35.8	41.0		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.3	67.0	80.0	90.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	74.1	68.0		

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	17.9				**Explore - Math** % of students at college readiness benchmark	0.0			

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.2					**Misconducts** Rate of Misconducts (any) per 100	55.7			

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	57.0					**ISAT - Reading** % of students exceeding state standards	5.9			
ISAT - Mathematics % of students meeting or exceeding state standards	65.8					**ISAT - Mathematics** % of students exceeding state standards	8.2			
ISAT - Science % of students meeting or exceeding state standards	53.7					**ISAT - Science** % of students exceeding state standards	0.0			

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*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.	The school has utilized Scantron results to establish clear and measurable goals for students 3rd through 8th grade. Administration at Bright has established clear, measurable goals for student achievement. Administration determined target percentage of students at or above the 50th percentile in grade 3-5 and 6-8 based on Scantron data. School wide focus was determined using the Scantron data. As a result the school realized positive results on the Common Core Assessment in the area focus. Research based instructional strategies and interventions were offered in faculty meetings. A plethoral of strategies were identified. Teachers selected the instructional strategy based on the student's need. Additionally,	
	Principal Leadership	-->		**4**
	• 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.	* Principal through classroom observations determines school-wide trends and creates a professional learning system to build greater organizational capacity. *Principal clarifies the school wide goals and Targeted Instructional Area (TIA) in weekly faculty meetings. * Principal monitors instructional practices employed in the classroom and works with teachers in common planning to determine quarterly goals. * Principal disseminates information that will ensure parent and guardians are aware of school-wide goals, weekly learning objectives, and materials and resources purchased with discretionary funds.	

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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	Bright has a core group of teachers invested in closing the achievement gap and work extremely close with the school's administration to provide ideas and suggestions. All teachers have voice and participate in discussions that emanate from the Instructional Leadership Team (ILT). Teachers offer leadership in the following areas: ILT membership, Bilingual Lead, SIPAAA/CIWP, DATA Analysis, Local School Council - Teacher representation, Professional Development, and Grade level-common planning.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The Instructional Leadership Team consist of teachers with some variance in years of experience. The ILT mirrors the instructional organization and includes teachers with special education and bilingual education. The ILT works in concert with the administrators to improve teaching and learning school-wide. The ILT assist in identifying areas in which whole staff development is needed.	
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.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	The middle school team has met consistently each week (oftentimes multiple times during the week) to address the area of focus identified during faculty training, analyze data, and plan collectively for all students in the middle school. Collaborative planning ensures all students are exposed to the skills and strategies in all content areas and multiple times. Curricular sequence in primary and intermediate grades determined in great part by the instructional materials available. Student choice (DI) is not offered when assignments are created. Lesson plan does not suggests the instructionin all classes is consistently differentiated.	
	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).	Each grade level receives resources and tools that align with the standards. Instructional materials are purchased with teacher input.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School wide data is examined by the entire faculty. The middle school uses the weekly assessment to determine when students may move to the next tier. Most teachers rely on one assessment tool and have not considered other methods/tools to demonstrate mastery. Assessment accomodations and modification for students with disabilities are not always in place to ensureEnglish Language Learners and students with disabilities are able to appropriately demonstrate their knowledge and skills.	

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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.	Most teachers clearly communicate with students the standards-based learning objective, directions, and procedures and provide background information to assist students in making connections and establish relevance of the learning. Most teachers scaffold instruction to ensure all students, including students with disabilities have access to the curriculum. Teachers check for understanding during instruction to monitor student progress. Teachers provide guided instruction in all content areas and scaffold learning for students who are not meeting the academic standards. There is not a comprehensive set of assessments across grade levels that will allow teachers to backward plan lessons. At the present time, the assessment tools may not capture a full picture of the student's knowledge. Teachers tend to rely on pre-made multiple choice test which are identical for all students.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Librarian, physical education teacher, and the art push in during the reading/language block to support students who are not meeting academic success. Each teacher provides one-on-one support and/or reinforces the strategies taught by the regular classroom teacher. The middle school has a systematic plan for administering interventions. Three tier instructional approach is utilized. Students in the lowest tier receive intensive interventions in a small group, specifically designed for their needs. When students demonstrate significant improvement they are reassigned to the next tier of instruction.	
Whole staff professional development	--->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The school has a year-long focus which is aligned to the Theory of Action and school-wide priorities and growth goals. Classroom observations serve as a monitoring tool.	

Professional Learning

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	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.	Teachers meet on Wednesday/Friday. A planned agenda is followed. Teachers receive professional development in the weekly faculty meeting. All discussions are to increase teacher understanding of the targeted instructional area and the powerful practice. The faculty meeting is followed by common planning meetings. Teachers are asked to continue the discussion with the principal during their common planning period. Professional Readings are included. The faculty agenda is used to guide the discussions that occur during the team/grade level meeting.	
	Instructional coaching -->			**4**
	• 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.	New teachers receive one-on-one support to ensure their understanding of the Chicago Reading Initiative (CRI) how it must be infused in all content areas. All new teachers are working New Teacher Center (NTC). NTC consultants work in concert with the school administrator to scaffold new teachers and heigthened their understanding of effective classroom management techniques, learning structures, the Illinois Assessment Framework, the Chicago Reading Initiative and the Chicago Math andScience Initiative. Professional Development that is available to the new teacher through the New Teacher Center.	

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	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	Bright continues to have contact with its' graduates throughout their high school years to ensure students remain in school and overcome obstacles (i.e., course work that is challenging, fees, etc.) that they might believe they are unable to overcome. Bright in relationship with an external partnership ensures fees for the freshmen year are paid for 2 graduating students who have demonstrated academic promise. Students become familiar with colleges/universities throughout the course of the year.	
	Relationships --->			**4**
	• 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.	Bright provides a supportive nurturing enviroment where students have a voice. Students have adult confidantes within the learning community whom they seek guidance and solid advice. Bright students and parents enjoy an "open door" policy that allows/permits all stakeholders to share their concerns openly and without reservation. Students with disabilities are vital part of the learning community and are included in all activities.	
	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.	Positive Behavioral Intervention Stratgies are utilized. Students are reminded each day of "**KAFOOTY**" - **Keep Arms Feet and Other Objects To Yourself**, "**OTRAQ**" -All movement in the hallways is **On The Right and Quiet**, and we receive "**POWER**" through education but we must **perserve**, **be organized**, **willingly** receive redirections, support complete tasks assigned, be **encouraged** and **encourage others**, and **take responsiblity** for our learning. Five key expectations are outlined on PBIS bulletin boards (found on each floor in the main building) 1) Be Respectful 2) Be Responsible	

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Typical School	Effective School	Evidence	Evaluation
Expectations	--->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Parent have be notified with Scantron performance results. Parents with students performing in quartiles 1 and 2 received a pictoral representation of the quartiles in the performance letter with an explanation. Parents were invited to attend an informational meeting in which the Scantron data was discussed. Teachers generate reports that are available through wireless generation (DIBELS, Mclass, Scantron, Achieve 3000 and Study Island) in parent conference and during report card pick up. The school principal advises parents of support they should seek from the new school when students are transferred.	
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.	The school has provided each student 3rd - 8th grade with an "Student Planner/Agenda" book to record the daily learning objective. Teachers utilize the Student Planner to communicate concerns as well as successes. Primary teachers utilize a purchased gold vinyl folder to communicate with teachers and to send and receive information from parents.	
Bonding	--->		**4**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school has a warm welcoming environment. Classrooms and hallways suggest children live here. Parent visitors are greeted immediately when they are in the building. The school utilizes the School Community Representative for home visit and to translate when the parent is Spanish speaking. Parents are asked to volunteer during school-events and field trips. Parents are inclued when student perform and during "Authors day" when authors visit to discuss the writing process. Parent partnerships are built through Open House, PAC meetings, BAC meetings and during Report Card Pick-up	

DIMENSION 5: Family and Community Engagement

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	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School Community Representative identifies concerns and the need for support during home visits that may come as a direct result of a teacher referral/request or a student's absence that cannot be confirmed as an excused absence by a phone call to the parent. Support is offered long after the designated school hours.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Information about college or career choices are provided. A specific block of time "College Prep" on Friday has been set aside in the middle school schedule. Preparation and activities have been created by each individual teacher. A formal curriculum has not been used during this time.	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Classrooms have a designated area for college and career planning information. All students are encouraged to consider education as a necessity and not an option.	
Enrichment & Extracurricular Engagement	-->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school has focused primarily on academic improvement. Students have not had a wide range of extracurricular and enrichment opportunities this year. Efforts have been made to incorporate sports and other extracurricular and enrichment	

N 6: College and Career Readiness Supports

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.	The students are exposed to information regarding college readiness through the Explore Examination.	
	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.	The school assist parents and students in identifying high schools that align with students' areas of interest.	

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 7: Resource Alignment	***Use of Discretionary Resources***	-->		**4**
	• 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.	School allocates funds to align with academic concerns and needs of the students. Activities, materials and programs are intended to increase academic stamina of students and to ensure each student is college and career ready.	
	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.	A multistep interview process is used to determine the candidate that will be successful in our learning community. Candidates complete the initial interview, submit a lesson plan, and model a lesson in a classroom. Candidates also meet with members of the team where the vacancy has occurred.	
	Use of Time	-->		**4**
	• 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.	School schedule is developed with academic needs in mind. The schedule allows for teacher collaboration. School allows for scheduled interventions on a daily basis.	

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

Through rigorous learning activities, relevant content, and positive relationships with students: Orville T. Bright maintains high standards and expectations for students by providing a curriculum that instills a love, joy, and desire to learn; an ability to think critically in response to what is read and experienced in the world around them; the ability to communicate in a global world; and an appreciation of cultural diversity.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will effectively use high quality text to align instruction with Common Core and Illinois Learning Standards, differentiate instruction and develop project based learning activities/assessments.	Student choice (DI) is not offered when assignments are created. Lesson plans do not suggest there is any variance in the instruction or the task assigned. Curricular sequence in primary and intermediate grades determined in great part by the instructional materials available. Students are not exposed to rich complex literature. Most teachers rely on one assessment tool and have not considered other methods/tools to demonstrate mastery. Our score on the SEF in curriculum was a "2". There is not a comprehensive set of assessments across grade levels that will allow teachers to backward plan lessons. At the present time, the assessment tools may not capture a full picture of the student's knowledge. Teachers tend to rely on pre-made multiple choice test which are identical for all students.
2	Consider implications of the Common Core to instructional practices with an emphasis on guided instruction.	Scantron data - Percentage of students in First and Second quartiles is still significant. The number of students who are not meeting with success can be greatly reduced through guided instructional practices. The use of the Danielson Teaching Framework during classroom observations indicated evidence of a large percentage of the instructional day being spent in whole group instruction. Students who are not "keeping pace" fail to be engaged in the instruction, thus missing key instructional information.

3	Incorporate technology in core contents areas to support the structure and progression of the ELA and math standards.	Results from instructors that implemeneted the use of Achieve 3000 and Study Island on a regular basis, demonstrated increased growth in student participation and Scantron results. Discussions with collegueas and research based evidence supports that our dynamic learners perform better with today's technological advances.	
4	Optional		
5	Optional		

Date Stamp November 22, 2012

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
Teachers will effectively use high quality text to align instruction with Common Core and Illinois Learning Standards, differentiate instruction and develop project based learning activities/assessments.	Student choice (DI) is not offered when assignments are created. Lesson plans do not suggest there is any variance in the instruction or the task assigned. Curricular sequence in primary and intermediate grades determined in great part by the instructional materials available. Students are not exposed to rich complex literature. Most teachers rely on one assessment tool and have not considered other methods/tools to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Curriculum and instructional planning to develop learning units that align with CCSS and ILS and incorporate high quality text at each grade level.	ILT/ Teacher Teams	All	Janet Bartholdson	Summer 2012	Summer 2012	On-Track	During the summer the ILT will be meeting during the summer months to align the curriculum to the CCS.
Determine high quality complex text using CCSS Appendix A	ILT/ Teacher Teams	All	Janet Bartholdson	Summer 2012	Summer 2012	On-Track	Utilize the information provided from the Office of Literacy, the National Literature conference, and the Lake calumet Network's work with Dr. Radner.
Develop school-wide assessment tools	ILT/ Teacher Teams	All	ILT and All teachers	Summer 2012	On-going	On-Track	As part of our school's local criteria to assess CCS progress and to determine needed interventions prior to District Wide Assessments.
Develop school wide calendar	Instruction	All	Whole School	Summer 2012	Quarter 1	On-Track	School-wide calendar will be created to assist with instructional practices, parental involvement, and provide needed professional development opportunities.

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Consider implications of the Common Core to instructional practices with an emphasis on guided instruction.	Scantron data - Percentage of students in First and Second quartiles is still significant. The number of students who are not meeting with success can be greatly reduced through guided instructional practices. The use of the Danielson Teaching Framework during classroom observations indicated evidence of a large percentage of the instructional day being spent in whole group instruction. Students who are not "keeping pace" fail to be engaged

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with professional readings based on guided instructional practices.	ILT/ Teacher Teams	All	All teachers	Quarter 4	On-going	On-Track	Readings have been assigned with teachers to present during staff meetings and to continue throughout summer sprofessional development.
ILT with feedback from teachers will develop a Bright Rubric for guided instructional practices.	ILT/ Teacher Teams	All	All teachers	Summer 2012	On-going	On-Track	Teachers have been instructed to gather information as they read to formulate a rubric for best guided instructional practices.
ILT with feedback from teachers will develop key components in lesson plans to indicate that small group instruction is occuring and best practices are being utilized.	ILT/ Teacher Teams	All	All teachers	Quarter 4	On-going	On-Track	A Lesson Plan format has been developed through our teachers and ILT and is currently being utilized with continual feedback.
Continue to support our teachers and resource staff in their ability to analyze and utilize the data to drive instructional practices.	ILT/ Teacher Teams	All	All teachers	On-going	On-going	On-Track	Common Planning meetings, staff development days, and individual time spent with teachers have provided opportunites for guided instruction on utilizing data to support best practices in teaching. The teachers have utilized the data to create flexible groupings, provide research based interventions, and support special education initiatives.
Develop Teacher Teams for classroom walk-throughs and peers visits to provide feedback and mentoring to improve guided instructional practices.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going	On-Track	To foster guided instructional practices in a teacher friendly dynamic.

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Incorporate technology in core contents areas to support the structure and progression of the ELA and math standards.	Results from instructors that implemeneted the use of Achieve 3000 and Study Island on a regular basis, demonstrated increased growth in student participation and Scantron results. Discussions with collegueas and research based evidence supports that our dynamic learners perform better with today's technological advances.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase technology I-Pads 3 sets of 30.	Equipment/ Technology	All	Principal	Summer 2012	On-going	On-Track	Two sets One for the main building and one for the annex
Provide professional development on the use of I-Pads in the classroom.	Instruction	All	ILT	Summer 2012	On-going	On-Track	Contact made with Apple Representative on 5/16/2012. Guidance from Lake Calumet Principals on what has worked in their buildings and where they have seen short-comings.
Analyze the data from assessments to determine the course of action to utilize the technology to provide interventions in specific areas designed to meet the needs of all children.	Instruction	All	ILT	Summer 2012	On-going	On-Track	The needs of the students will have to be determined to mximiz the impact of the otechnology opportunities.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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