



2012-2014 Continuous Improvement Work Plan

Burnham Elementary Inclusive Academy

Lake Calumet Elementary Network
1903 E 96th St Chicago, IL 60617
ISBE ID: 150162990252105
School ID: 609821
Oracle ID: 22431



Mission Statement

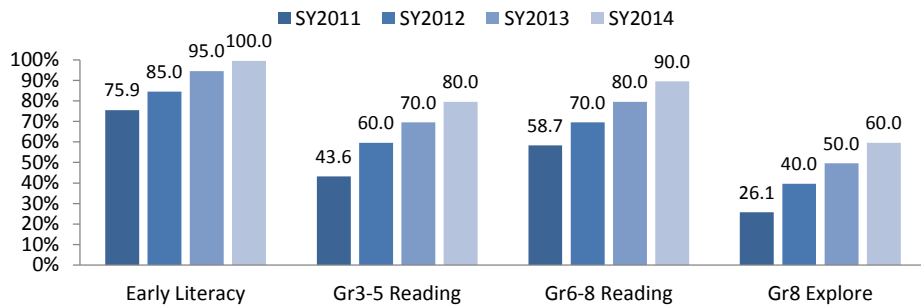
"We will enlist all stakeholders to support the academic and character development of our students. This will be accomplished by providing positive role models, addressing social and emotional needs, and implementing a rigorous, comprehensive academic program with an emphasis on Math and Science that employs best practices and instructional strategies to meet the individual needs of every child. In addition, we will strive to spark curiosity, enlighten minds, cultivate self-awareness, and instill a love of learning and self respect."

Strategic Priorities

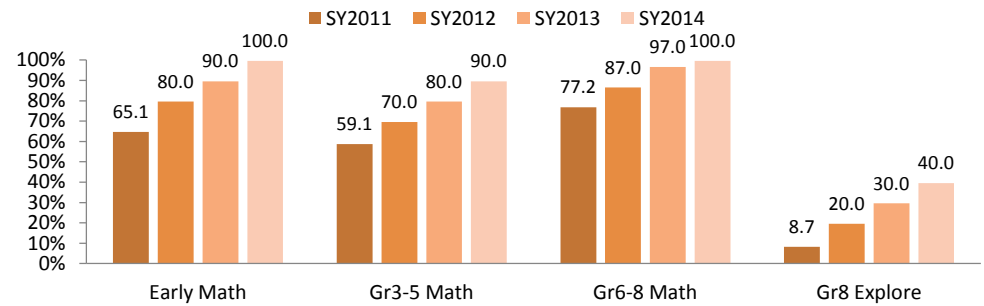
1. Improve upon school-wide implementation of instructional strategies that increase reading comprehension skills.
2. Prepare for effective implementation of Common Core Standards.
3. Improve upon school-wide implementation of strategies that increase academic rigor.
4. Improve school-wide implementation of RTI.
5. Increase the implementation of career readiness activities and strategies.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Burnham Elementary Inclusive Academy

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. Linda James Moore	Principal
Sheryl P. Freeman	Assistant Principal
Afua Agyeman Badu	Classroom Teacher
Charity Hoskins	Classroom Teacher
Larue Fitch	Classroom Teacher
Tia Smith	Classroom Teacher
Sharion Craig	Classroom Teacher
Jessica Olsheski	Counselor/Case Manager
Felicia O'Neal	LSC Member
Derrick Shaffer	Other



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	75.9	85.0	95.0	100.0		Early Math % of students at Benchmark on mClass	65.1	80.0	90.0	100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.6	60.0	70.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	59.1	70.0	80.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.1	70.0	80.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	79.6	90.0	95.0	100.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.7	70.0	80.0	90.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	77.2	87.0	97.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.5	75.0	85.0	95.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.5	70.0	80.0	90.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	26.1	40.0	50.0	60.0		Explore - Math % of students at college readiness benchmark	8.7	20.0	30.0	40.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.5	97.5	98.0					
Misconducts Rate of Misconducts (any) per 100	29.4	20.0	15.0	10.0					

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	84.0	90.0	95.0	100.0		ISAT - Reading % of students exceeding state standards	22.0	30.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	91.5	95.0	98.0	100.0		ISAT - Mathematics % of students exceeding state standards	36.5	40.0	50.0	60.0
ISAT - Science % of students meeting or exceeding state standards	89.9	92.0	95.0	100.0		ISAT - Science % of students exceeding state standards	12.7	20.0	30.0	40.0

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 ----->				3
	<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. 	Currently we measure students progress using standards checklist. Students receive their individualized suggested learning objectives. Dibels and Mclass action plans. Established theory of action and quarterly action plan.		
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. 	observations, at risk parent meetings, feedback, 7th and 8th grade parent meetings, peer conferences, newsletter, town hall meetings, website, parent workshops			

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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>Participation in afterschool academic program, Saturday school and community schools activities, Staff surveys, Participation in yearly retreat, Teacher led PD's, Peer Conferencing, Teacher team meetings. ILT high functioning, Peer coaching/observations, Grade level meetings, Multiple committees.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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 	ILT meets regular, ILT led grade level meetings, ILT data meetings, ILT led PD's	
Monitoring and adjusting ----->			4
<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. 	standards checklist, differentiated instruction based on our weekly assessment, Use of performance management binder, action plans/next step	

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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>Although we do have a standards checklist in place, we are in the process of developing unit plans. We have developed a scope and sequence plan however, we are not consistent with the use of them.</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>We have materials for language arts and math however, each class is not equipped with materials for social studies or science. In the past all text have been aligned to the Illinois Standards. Currently we are in the process of acquiring materials aligned to common core for all subject areas.</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 ----->			3
<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>Through the use of our performance management binder, assessment portfolios, and data analyzes of quarterly and yearly assessments we have systems in place to monitor and manage assesments. However, we need more consistency at all grade levels and subject areas.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Students are made aware of learning objectives through the use of standards which are aligned to instruction. However, teachers need to improve the use of high-level questioning techniques.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Burnham has a school wide RTI plan. However, we lack a systematic method of identifying the red flags that indicate students that are on academic warning.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Currently we have in a place a professional development talents and needs survey that provides information for creating teacher led professional developments and meeting teachers professional development needs. Research based support is provided through professional libraries and current literature. In spite of a lack of time we are not able to monitor the implementation of the strategies presented during the professional developments.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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. 	Teacher teams and ILT collaboration are in place, yet we struggle with consistency which affects us from receiving a four.	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	We have limited staff for coverage to allow peer observations. Also we have two buidlings which causes issues for traveling.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Our school has participated in college awareness week. Staff reinforces expectations and requirements for college and career readiness.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Through our social emotional learning programs and CHAMPS we have a common language so that all adults interact with students with the same expectations. We provide town hall meetings to develop relationships where students can voice concerns. Assemblies and pep rallies where we review our expectations. However, teachers and staff need to follow-up with students to help develop a more trusting and understanding relationship.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>We have specific programs in place to deal with discipline, such as CHAMPS, SEL, and 8th grade point system. However, the school wide implementation of these programs are lacking consistency.</p>	

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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. 	Our principal meets individual meetings with incoming students and provides the mission and vision for the school. She also provides new families with school expectations. Open house is conducted at the beginning of the school. Teachers provide a classroom contract to set expectations. We have 7th and 8th grade meetings to set expectations for high school.	
	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. 	Teachers keep a performance binder that logs contacting parents and parent teacher conferences. We use parent portal effectively	
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. 	We hold bi-monthly parent workshops. At the end of the year we host a jamboree and talent show. Also the science fair and assemblies are opened for parents.	

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	Typical School	Effective School	Evidence	Evaluation
N 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>We have the teen screen program to screen all 6th-8th grade students for a mental health wellness check-up. We have a school-wide referral process to provide families additional support.</p>	
	College & Career Exploration and election ----->			1
	<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>We do not have the appropriate time allocations or resources to implement the college and career exploration. However, next year we will be implementing two new computer based programs that will allow students this access.</p>	
Academic Planning ----->			2	
<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>We are currently providing students with information regarding opportunities to transition successfully to high school.</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>Currently we have community school activities such as cheerleading, band, drama, basketball, mentoring, drum line, arts and crafts, fitness, Science Club, Cub Scouts, dance and student council.</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
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>K-8 students take the common core assessments and 8th graders additionally, take the Explore Test.</p>	
	College & Career Admissions and Affordability ----->			1
	<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. 	<p>This is not not not applicable, because our school is k-8.</p>	
Transitions ----->			4	
	<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>Teacher collaboration across grades to inquire about what students need to know to be successful in the next grade. We have step up to kindergarten and 3rd grade. 8th graders are enrolled in freshman connection programs. These students also attend high school investigation day, where students are allowed to visit their perspective high school for a day. Also 6th graders will attend the passport to success fair.</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. 	Materials and resources that will enhance our instruction are provided upon request.		
	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. 	Administration attends job fairs and contacts the Talent Office to receive resumes. Teachers participate in the interview process.			
Use of Time ----->				3	
<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. 	Teachers have regulary scheduled weekly grade level meetings. The school schedule is set based on the needs of students. Although curretly dedicated blocks are not allocated for struggling students, the needs of struggling students are addressed through differentiated instruction. Next year, dedicated blocks will be allocated.			

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

"We will enlist all stakeholders to support the academic and character development of our students. This will be accomplished by providing positive role models, addressing social and emotional needs, and implementing a rigorous, comprehensive academic program with an emphasis on Math and Science that employs best practices and instructional strategies to meet the individual needs of every child. In addition, we will strive to spark curiosity, enlighten minds, cultivate self-awareness, and instill a love of learning and self respect."

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve upon school-wide implementation of instructional strategies that increase reading comprehension skills.	Improving students' reading comprehension skills will contribute to student learning and academic growth across subject areas.
2	Prepare for effective implementation of Common Core Standards.	Based on Student's results on The Common Core assessment (Quarter 3), as well as the scoring of the ILT rubric, we feel that the implementation of Common Core Standards is greatly needed.
3	Improve upon school-wide implementation of strategies that increase academic rigor.	Enhancing academic rigor will deepen students' learning of content, as well contribute to their development in becoming life long/continuous learners.
4	Improve school-wide implementation of RTI.	Improving the implementation of RTI will help to ensure the academic/behavioral growth of all students.
5	Increase the implementation of career readiness activities and strategies.	To increase student awareness and enhance students' preparation for high school, college, and careers.

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 upon school-wide implementation of instructional strategies that increase reading comprehension skills.	Improving students' reading comprehension skills will contribute to student learning and academic growth across subject areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Data Analysis of students performance on standards based assessments	ILT/ Teacher Teams	All	Teachers, ILT, Administration	Quarter 1	On-going		
Group students for instruction based on their areas of strengths and weakness and provide a learning plan.	ILT/ Teacher Teams	All	Teachers, ILT, Administration	Quarter 1	On-going		
Identify research based strategies to improve reading comprehension	Professional Development	Not Applicable	Teachers, ILT, Administration	Summer 2012	On-going		
Collaborative discussions based on professional text to support best practices in reading comprehension.	ILT/ Teacher Teams	Not Applicable	Teachers, ILT, Administration	Quarter 1	On-going		
Family Curriculum Night	Parental Involvement	All	Teachers, ILT, Administration	Quarter 2	Quarter 2		
Mini-lessons and small group instruction to ensure student growth in reading comprehension.	Instruction	All	Teachers, ILT, Administration	Quarter 1	On-going		
Curriculum Mapping of reading comprehension skills.	ILT/ Teacher Teams	Not Applicable	Teachers, ILT, Administration	Summer 2012	Quarter 1		
Create a school-wide resource binder for best practices in reading comprehension.	ILT/ Teacher Teams	Not Applicable	ILT, Administration	Summer 2012	On-going		
School-wide assessments to monitor students' progress in reading comprehension.	Instruction	All	ILT, Administration	Quarter 1	On-going		
Purchasing of resources that promote higher order thinking skills, vocabulary building, and use of non-fiction text.	Instructional Materials	Not Applicable	ILT, Administration	Summer 2012	On-going		



Strategic Priority 1



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
Improve upon school-wide implementation of strategies that increase academic rigor.	Enhancing academic rigor will deepen students' learning of content, as well contribute to their development in becoming life long/continuous learners.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to clarify the process for implementing differentiated instruction.	Professional Development	All	ILT & Administration	Summer 2012	Quarter 1		
Identify research based strategies to improve rigor in instruction.	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
Use of the higher tiers of Bloom's Taxonomy when planning instruction and assessments	Instruction	All	Teachers, ILT, Administration	Quarter 1	On-going		
Collaborative discussions based on professional text to support best practices in the use of rigor	ILT/ Teacher Teams	All	Teachers, ILT, Administration	Summer 2012	On-going		
Analysis of teacher made assignments and assessments.	ILT/ Teacher Teams	All	Teachers, ILT, Administration	Summer 2012	On-going		
The development of cross curricular unit plans and projects that incorporate the use of research, reading, writing, and non-fiction text.	ILT/ Teacher Teams	All	Teachers, ILT, Administration	Summer 2012	Quarter 1		
Purchasing of resources that promote higher order thinking skills,vocabulary building, and use of non-fiction text.	Instructional Materials	All	ILT & Administration	Summer 2012	Quarter 1		
Organizing classroom libraries according to lexile scores.	Other	All	Teachers, ILT, Administration	Summer 2012	Summer 2012		
Provide support for differentiated instruction through peer classroom observations.	Instruction	All	ILT & Administration	Quarter 1	On-going		
Monitor implementation of differentiated instruction for integrity.	Instruction	All	ILT & Administration	Quarter 1	On-going		
Create a school-wide best practices resource binder for academic rigor.	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
Provide professional development on the Use of rubrics, graphic organizer, exemplars, and scaffolding.	Professional Development	All	ILT & Administration	Summer 2012	On-going		



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Increase the implementation of career readiness activities and strategies.	To increase student awareness and enhance students' preparation for high school, college, and careers.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
K - 5 Students will learn how to access and use PAWS in JOBLAND, a web-based career planning tool.	Instruction	Other student group	Counselor, Administration	Quarter 1	Quarter 1		
K - 5 Teachers will designate a specific time for students to utilize the PAWS in JOBLAND tool. Counselor will monitor and track usage and progress.	Instruction	Other student group	Teachers, Counselor, Administration	Quarter 1	On-going		
Provide professional development to teachers on PAWS in JOBLAND and What's Next Illinois.	Professional Development	All	Counselor, Administration	Quarter 1	Quarter 1		
6 - 8 Students will learn how to access and use What's Next Illinois, a web-based high school, college and career planning tool.	Instruction	Other student group	Counselor, Administration	Quarter 1	Quarter 1		
6-8 Teachers will designate a specific time for students to utilize the What's Next Illinois tool. Counselor will monitor and track usage and progress.	Instruction	Other student group	Teachers, Counselor, Administration	Quarter 1	On-going		
Participate in Chicago Champions College and Career Week.	Other	All	Counselor, Administration	Quarter 1	Quarter 1		
Implement the Three Year Plan for High School Readiness for 6th, 7th, and 8th grade Students.	Other	Other student group	Counselor, Teachers, Administration	Quarter 1	On-going		



Strategic Priority 5
