John C Burroughs Elementary School

Pershing Elementary Network

3542 S Washtenaw Ave Chicago, IL 60632

ISBE ID: 150162990252109

School ID: 609829

Oracle ID: 22481

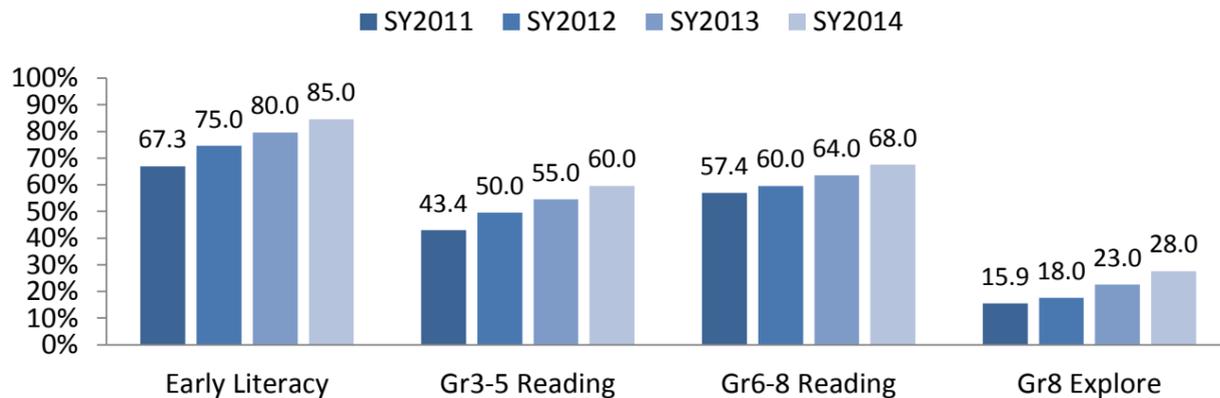CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

By raising our academic expectations of our students through increased rigor via the CCSS and progress monitoring, we will better prepare them for college and sustainable careers. Through careful review of the data provided by formative and summative assessments and close adherence to IEPs and Intervention Plans, we will provided targeted instruction that meets the instructional needs of all students, including ELL and Special Education students.
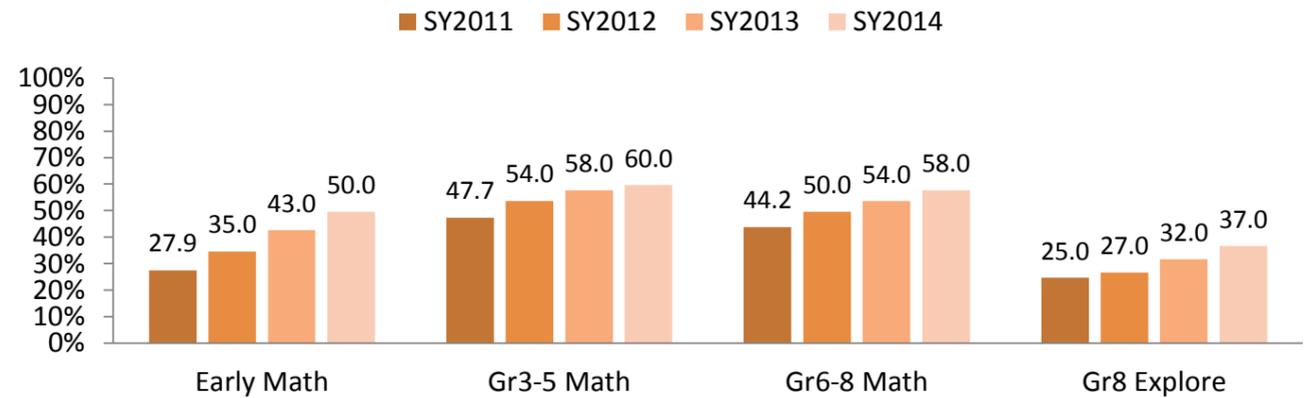
Strategic Priorities

1. Increase the schoolwide percentage of students making target growth on the Spring Math MAP test to 65% or higher through implementation of Common Core State Standards and targeted interventions.

2. Increase the schoolwide percentage of students making target growth on the Spring Reading MAP test to 65% or higher through implementation of Common Core State Standards and targeted interventions.

3. Increase the schoolwide percentage of students making target growth who began at the 50th percentile or higher to 60% or higher through increased rigor and acceleration in the core subjects.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	67.3	75.0	80.0	85.0
Gr3-5 Reading	43.4	50.0	55.0	60.0
Gr6-8 Reading	57.4	60.0	64.0	68.0
Gr8 Explore	15.9	18.0	23.0	28.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	27.9	35.0	43.0	50.0
Gr3-5 Math	47.7	54.0	58.0	60.0
Gr6-8 Math	44.2	50.0	54.0	58.0
Gr8 Explore	25.0	27.0	32.0	37.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	John C Burroughs 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
Richard Morris	Principal
Michele Sanborn	Assistant Principal
Estervina Rodriguez	Lead/ Resource Teacher
Bridget McLoughlin	Special Education Faculty
Patricia Keating	ELL Teacher
Omar Gonzalez	Classroom Teacher
Lizbeth Gonzalez	Community 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	67.3	75.0	80.0	85.0	**Early Math** % of students at Benchmark on mClass	27.9	35.0	43.0	50.0

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	43.4	50.0	55.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.7	54.0	58.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.9	60.0	64.0	68.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	45.1	50.0	55.0	60.0

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	57.4	60.0	64.0	68.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.2	50.0	54.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.3	70.0	73.0	76.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.9	58.0	64.0	67.0

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	15.9	18.0	23.0	28.0	**Explore - Math** % of students at college readiness benchmark	25.0	27.0	32.0	37.0

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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	95.6	96.0	96.5	97.0	**Misconducts** Rate of Misconducts (any) per 100	0.2	0.2	0.1	0.1

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	75.8	79.0	82.0	84.0		**ISAT - Reading** % of students exceeding state standards	16.0	18.0	20.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.7	89.0	93.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	25.9	28.0	30.0	32.0
ISAT - Science % of students meeting or exceeding state standards	72.3	76.0	79.0	82.0		**ISAT - Science** % of students exceeding state standards	11.7	14.0	16.0	18.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• 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.	•Analysis of NWEA data by quartile (using Fall MAP test and a student's percentile ranking on that test) has shown us that students in the bottom two quartiles are growing at a faster pace than those students in the third and fourth quartiles. Approximately 67% of those in the bottom two quartiles are making target growth whereas only around 45% of those in the top two quartiles are doing the same. •We believe that many of the higher performing students are not being challenged so we are increasing the rigor of our curriculum through the CCSS and identification of new skills to introduce so as to challenge and grow all students.	
	Principal Leadership	-->		**2**
	• 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.	•An extensive breakdown of the data that needs to be considered for adopting practices and strategies in the classroom has been presented; however it is only sporadically being utilized throughout the school. •The "ownership" of the data needs to be transferred from the administration to the teaching staff. The staff will be inserviced extensively, beginning in the spring of 2012 on how to manipulate the data to better prepare them to plan for their students. •We prepare our students for college by visiting college campuses and talking to them about post secondary education but acknowledge that we need to do a better job of preparing our higher performing students for the rigor of a SE High School. •We are a community school and have partnered with The Brighton Park Neighborhood Council who share the responsibility of empowering families.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	•There is not a problem with most of the teachers taking the initiative to meet to discuss a range of issues, but there seems to be a partial void in those who want to make specific decisions. We believe that part of that dynamic is related to the lack of "ownership" with a lot of the school's data. •The same core group of teachers seem to become the department chairs, share information, organize events, attempt to solve problems, etc. It is believed that our staff has much more potential. •Expectations of leadership and decision making by all staff, both from the administration and of each other, will rise significantly through the supported practice of shared leadership. The teams for SY 2013 include (but are not limited to) a Reading ILT, a Math ILT, Departmental Teams, PD team, RtI and SpEd Team, and ELL Team. The small size of our school allows for all classroom teachers to lead a team and administration will be clear in their expectation and support of this occurring.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**1**
• 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	•An ILT has been identified but the goals, objectives, and plans are largely developed by the administration. The staff, as a whole, needs to become less dependent on administrative directives and more proactive in exercising their individual and collective strengths. •With the significant increase in planning time and profesisonal development time, the 2013 school year presents an opportunity for this kind of transformation. The reading and math ILTs need to identify goals centered around teaching strategies to address the CCS and timelines for achieving the goals. •There are specific math and reading standards within the CCS that some staff members are apprehensive about which need to be addressed immediately.	
Monitoring and adjusting	-->		**2**
• 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.	•Data is analyzed extensively by the administrative team as well as the network staff and is shared with the teaching staff, resulting in specific targeted instruction by some of the teachers. •Instructional content and practices are not always derived from the data that has been presented. There is still too much time being used as "reinforcement" for some students and not enough time for presenting new material. Pacing also has to be more closely monitored.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**2**
DIMENSION 2: Core Instruction	• 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.	•Detailed curriculum maps for the core content areas were written several years ago but have not been revised or followed in recent years. •Burroughs School will begin to write new Reading and Math maps and units aligned to the CCSS in June 2012 with the goal of completion by April 2013. Units will reflect differentiation by RIT band, ELL needs, and SpEd IEPs. The teacher / co-teacher model will be present in each classroom to differentiate instruction to individual and group needs.	
	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).	•Current instructional materials are being analyzed to see how well they are aligned with the common core standards. Supplemental materials, particularly novels and nonfiction materials are being reviewed for purchase if needed. •Teachers responsible for ELL and special education students have a wide variety of materials to meet the specific needs of their students. and are also reviewing supplemental materials that align with the CCSS.	

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.

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	•Baseline, formative, and summative assessment information is available for teachers to use with all students when developing instructional approaches. •Grade level teams meet on a weekly basis to discuss and analyze the test data with one another. •The task of aligning assessment methods with the common core standards is ongoing. •Accommodations for special education students are listed in both lesson plans and IEPs..	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**2**
• 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.	•Not all lesson plans feature objectives and not all objectives are aligned to standards. •Some teachers still view the materials as the "curriculum". •There seems to be more whole group instruction than necessary and even when groups are featured, often the students seem to be working on the exact same task with the same exact materials •There needs to be much more targeted instruction to reach the range of skills / deficiencies that are common in a classroom. •Not all of the teachers utilize the data that is available to them or do not utilize it consistently enough.	

Date Stamp November 22, 2012

CIWP

**2012-2014 Continuous
Improvement Work Plan**

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School Effectiveness Framework

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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.	•Too much time elapses between intervention strategies that are implemented to meet the needs of struggling students and making a determination if such stratgies are being successful. Also there are some students who struggle far too long before inervention strategies are identified. •Too often, when discussing students who struggle, all of the emphasis seems to be placed on what the student is doing or not doing, rather than directing attention to things the teacher needs to do differently.	
Whole staff professional development		-->	**2**
• 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.	•Staff development is ongoing and consistent, but mostly provided by the administration. The direction of professional development needs to be shared by all staff members and there have to be more "action" items that come out of professional development. •More teacher initiated professional development will result in more accountability on the part of the teaching staff.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**2**
	• 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.	•There are weekly grade level meetings but all of the information is prepared by the administration. •There are five week intervals to discuss growth of students who are in the school based problem solving program. Results of intervention strategies of those students are discussed. •There are not regular meetings of the instructional leadership team.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	•A new teacher will be paired with another teacher on a formal basis but any new teacher is openly accepted by all staff members and genuine efforts to help a new staff member are realized. •Our school hires new teachers as miscellaneous employees and places them in classrooms as co-teachers. A great deal of mentoring takes place as the regular teacher and co-teacher collaborate all year creating lesson plans, instructional strategies, as well as engagement in professional development activities.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	--->		**2**
	• 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	•As mentioned earlier, there are more students in the bottom two quartiles who are making target growth than those in the two higher quartiles. We believe that this disparity is the result of lower expectations of those who seemingly have the potential for the greatest growth. •While those students with the highest percentile scores may have the greatest chance to succeed in college, we can furter increase this liklihood by challenging these students more while in elementary school.	
	Relationships	--->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	•Advisory groups meet on a weekly basis with teachers where positive relationships between teachers and students are cultivated. •Additional support staff in the form of counselors and social workers further extends positive bonds between the adults and the students. •Virtually all of the special education students have inclusion minutes with their peers in the regular classroom. •There is a high degree of respect shown the adults in the building by the students. The adults, in turn, treat the students with the same amount of respect.	
	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.	•The school maintains a safe and welcoming environment to students, parents, and staff, as well as to visitors. •Students are courteous and are supervised throughout the day. •Progressive discipline procedures are in place to modify behaviors when necessary.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement				
	Expectations	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	•Expectations are laid out at the beginning of the school year at the Open House. •Teachers provide a breakdown of material that will be learned along with an appropriate timeline. •Every fall, at one of the LSC meetings, the principal reviews the overall performance of the school and communicates to the parents what strategies are in place to meet the goals and objectives of the school year.	
	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.	•Parents pick up report cards three times a year and are also encouraged to routinely monitor the parent portal and meet with teachers at any time they have the need. •Progress reports are given at the mid way point of every quarter. •Teachers make many phone calls throughout the year to keep parents informed.	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	•The school climate is very positive and inviting to guests. •Parents know that they are welcome and have adopted the idea that the school belongs to the community. They host a large parent meeting in the school every other Friday and they have also planned their own professional development sessions. •The school also hosts many annual community events such as the health fair, The Bemmy's, Science Night, movie night, etc.	

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
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	•The school has 1.5 additional social workers, not funded by CPS, in order to meet the social/emotional needs of the students.	
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.	•A school wide college/career readiness emphasis is evident, especially in the middle school. •There is an emphasis to accelerate higher achievers. •All 8th grade students visit a university.	
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.	•There is a school wide focus on accelerating students and High School Algebra is offered befor school. • A school wide approach to increasing rigor in the curriculum is taking shape with the implementation of the common core standards.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	•A wide range of extracurricular activities exist including seasonal sports, art, dance, choir, and a Teen REACH program.	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	•NWEA data makes predictions on college/career readiness of the students and provides teachers with the necessary information to adjust instructional approaches.	
	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.	N/A	
	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.	•Transition plans for special education students are developed for some 8th grade students. •Teachers meet vertically in order to ensure effective transitions for students.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• 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.	•Discretionary funding is enhanced through grants obtained through a partnership with Brighton Park Neighborhood Council. • Funding is also used to reduce teacher - student ratio in the classrooms through the hiring of certified teachers as miscellaneous employees which allows for more differentiation of instruction.	
	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.	•There is limited turnover at the school however the school routinely has student teachers and co-teachers (certified teachers, but hourly employees) to pick from when a vacancy is anticipated.	
	Use of Time	-->		**2**
	• 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.	• Weekly grade level meetings have been part of the master schedule for many years. The agendas for these meetings have been set primarily by administration in previous years but will be driven more by the teachers beginning in SY 2013. •Four to six periods a week are identified for RTI activities within the classrooms.	

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

By raising our academic expectations of our students through increased rigor via the CCSS and progress monitoring, we will better prepare them for college and sustainable careers. Through careful review of the data provided by formative and summative assessments and close adherence to IEPs and Intervention Plans, we will provided targeted instruction that meets the instructional needs of all students, including ELL and Special Education students.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase the schoolwide percentage of students making target growth on the Spring Math MAP test to 65% or higher through implementation of Common Core State Standards and targeted interventions.	Based on last year's percentage of students making target growth on the Math MAP test, our students are making significantly less growth in Math than Reading.
2	Increase the schoolwide percentage of students making target growth on the Spring Reading MAP test to 65% or higher through implementation of Common Core State Standards and targeted interventions.	While our students are making growth in reading, we would like a higher percentage of them to meet or exceed their target growth on the MAP test.
3	Increase the schoolwide percentage of students making target growth who began at the 50th percentile or higher to 60% or higher through increased rigor and acceleration in the core subjects.	An analysis by quartile of students making target growth shows that significantly less students in the top 2 quartiles make target growth than do those in the bottom quartiles. Based on a SY2011 analysis, over 67% of the students in quartile 1 make target growth but this steadily decreases with each quartile and results in approximately 40% of those students in the top quartile making target growth.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the schoolwide percentage of students making target growth on the Spring Math MAP test to 65% or higher through implementation of Common Core State Standards and targeted interventions.	Based on last year's percentage of students making target growth on the Math MAP test, our students are making significantly less growth in Math than Reading.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analysis of Spring 2012 Math MAP data and flagging of students as intensive, strategic, benchmark, and accelerated to provided targeted interventions for the remainder of SY2012 and August of SY2013	ILT/ Teacher Teams	All	Staff	Summer 2012			
Provide Professional Development for implementing Math CCSS aligned instruction in June 2012 and continue throughout school year.	Professional Development	All	Staff	Summer 2012			
Provide Professional Development to train all teachers to manipulate all of the data provided by NWEA in order to present and defend their instructional plans based on their analysis of data. Begin in June 2012 and continue with Fall 2012 data.	Professional Development	All	Staff	Quarter 1			
Develop grade level specific Math curriculum maps based on the CCSS and CPS Guides and develop grade level specific units that expand upon the curriculum maps. Complete Q1 & Q2 Aug 2012 and Q3 and Q4 Jan 2013.	Instruction	All	Staff	Summer 2012			
Inventory and assess current Math instructional materials to determine alignment with Common Core Standards and invest in new instructional materials as necessary.	Instructional Materials	All	Staff	Quarter 2			
Establish new Math ILT consisting of teachers from each department level, Special Ed, and the BLT who will meet monthly to oversee the development and implementation of the new curriculum maps and advice administration on needed PD.	ILT/ Teacher Teams	All	Staff	Summer 2012			

Strategic Priority 1

Provide ongoing Professional Development on RtI, especially in regards to using data from formative assessment to develop a targeted, individualized plan for students.	Professional Development	All	Staff	On-going			
Identify strategies and instructional approaches to use to increase the percentage of students who make target growth, drawing on the methods used by teachers achieving high target growth in their classrooms.	Instruction	All	Staff	Quarter 1			
Analysis of Fall, Winter, and Spring Math MAP data and flagging of students as intensive, strategic, benchmark, and accelerated to provided targeted interventions and monitor progress every five weeks.	ILT/ Teacher Teams	All	Staff	On-going			
Create After School Math, and Science Clubs for high-risk students	After School/ Extended Day	Other student group	Staff	Quarter 1			
Establish a bi-monthly schedule for the Special Education team and administration to meet to review modifications/accommodations of IEPs, in particular those students in the inclusion model.	Instruction	Students With Disabilities	Staff	Quarter 1			
Establish a bi-quarterly review of those students in Rti Tiers 2, 3, and 4 and make adjustments as needed to instruction and/or Tier Level.	Instruction	Other student group	Staff	Quarter 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
Increase the schoolwide percentage of students making target growth on the Spring Reading MAP test to 65% or higher through implementation of Common Core State Standards and targeted interventions.	While our students are making growth in reading, we would like a higher percentage of them to meet or exceed their target growth on the MAP test.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analysis of Spring 2012 Reading MAP data and flagging of students as intensive, strategic, benchmark, and accelerated to provided targeted interventions for the remainder of SY2012 and August of SY2013	ILT/ Teacher Teams	All	Staff	Summer 2012			
Provide Professional Development for implementing CCSS aligned instruction	Professional Development	All	Staff	Summer 2012			
Provide Professional Development to train all teachers to manipulate all of the data provided by NWEA in order to present and defend their instructional plans based on their analysis of data.	Professional Development	All	Staff	Quarter 1			
Develop grade level specific Reading curriculum maps based on the CCSS and CPS Guides and Develop grade level specific units that expand upon the curriculum maps..	Instruction	All	Staff	On-going			
Inventory and assess current instructional materials for Reading to determine alignment with Common Core Standards and invest in new instructional materials as necessary.	Instructional Materials	All	Staff	Quarter 1			
Establish new Reading ILTs consisting of teachers from each department level, Special Ed, and the BLT who will meet monthly to oversee the development and implementation of the new curriculum maps and advice administration on needed PD.	ILT/ Teacher Teams	All	Staff	Summer 2012			
Provide ongoing Professional Development on RtI, especially in regards to using data from formative assessment to develop a targeted, individualized plan for students.	Professional Development	All	Staff	On-going			

Strategic Priority 2

Identify strategies and instructional approaches to use to increase the percentage of students who make target growth, drawing on the methods used by teachers achieving high target growth in their classrooms.	Instruction	All	Staff	Quarter 1			
Analysis of Fall, Winter, and Spring Reading MAP data and flagging of students as intensive, strategic, benchmark, and accelerated to provided targeted interventions and monitor progress every five weeks	ILT/ Teacher Teams	All	Staff	On-going			
Create After School Reading Club for high-risk students	After School/ Extended Day	Other student group	Staff	Quarter 1			
Establish a bi-monthly schedule for the Special Education team and administration to meet to review modifications/accommodations of IEPs, in particular those students in the inclusion model.	Instruction	Students With Disabilities	Staff	Quarter 1			
Establish a bi-quarterly review of those students in Rti Tiers 2, 3, and 4 and make adjustments as needed to instruction and/or Tier Level.	Instruction	Other student group	Staff	Quarter 1			

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
Increase the schoolwide percentage of students making target growth who began at the 50th percentile or higher to 60% or higher through increased rigor and acceleration in the core subjects.	An analysis by quartile of students making target growth shows that significantly less students in the top 2 quartiles make target growth than do those in the bottom quartiles. Based on a SY2011 analysis, over 67% of the students in quartile 1 make target growth but this steadily decreases with each quartile and results in approximately 40% of those students in the top quartile making target growth.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analysis of Spring 2012 MAP data to determine the percentage of students in the top two quartiles (based on Fall MAP) who made target growth so as to provided targeted interventions for the remainder of SY2012 and August of SY2013	ILT/ Teacher Teams	Other student group	Staff	Summer 2012			
Provide Professional Development for implementing CCSS aligned instruction	Professional Development	All	Staff	Summer 2012			
Provide Professional Development to train all teachers to manipulate all of the data provided by NWEA in order to present and defend their instructional plans based on their analysis of data.	Professional Development	All	Staff	Quarter 1			
Identify within the new curriculum maps how the top quartile students will be challenged and accelerated.	Instruction	Other student group	Staff	Quarter 1			
Identify strategies and instructional approaches to use to increase the percentage of students who make target growth, drawing on the methods used by teachers achieving high target growth in their classrooms.	Instruction	All	Staff	Quarter 1			
Review and consider technology -enhanced instruction to meet the needs of upper quartile students.	Equipment/ Technology	All	Staff	Summer 2012			
Analysis of Fall, Winter, and Spring MAP data to determine the progress of students in the top quartiles and adjust instruction as needed.	ILT/ Teacher Teams	Other student group	Staff	On-going			
Create After School Reading Club for accelerated students	After School/ Extended Day	Other student group	Staff	Quarter 1			

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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