

Mission Statement

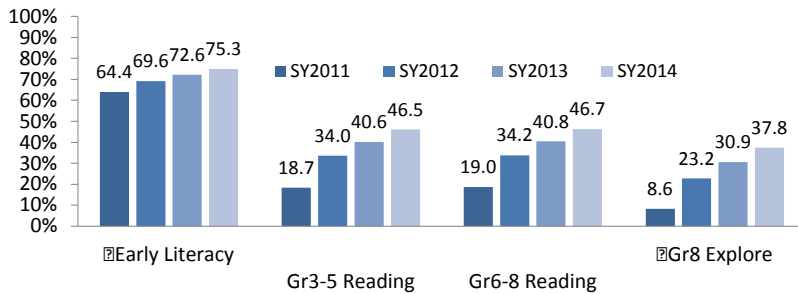
To build our students' capacities for achievement in education and in life. We are committed to integrating Math, Science and Technology into our curriculum in order to ensure the readiness of our students in high school, college and post college.

Strategic Priorities

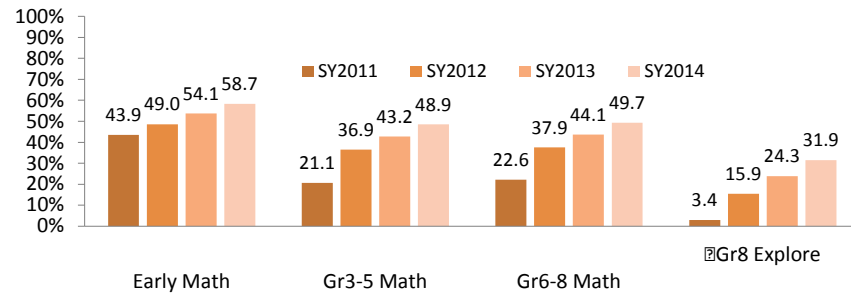
1. Provide systematic reading and mathematics intervention to K-8 students flagged on NWEA/ DIBELS (universal screener).
2. Teachers deliver Common Core aligned literacy instructions supported by high quality texts.
3. Teachers will effectively implement P.A.W.S as part of a whole school PBIS model.
4. A school wide attendance plan that will target attendance and provide interventions for students who are chronically absent or tardy.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



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:	Milton Brunson Math & Science Specialty ES

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. Carol D. Wilson	Principal
Mrs. Shenann Finley-Jones	Assistant Principal
Laquita Hardy	Lead/ Resource Teacher
Nancy Marseille-Jones	Classroom Teacher
Latoya Woods	Classroom Teacher
Susan Dennison	Classroom Teacher
Katherine Magunson	Classroom Teacher
Heidy Hirsch	Classroom Teacher
Michelle Walker	LSC Member
Irma Archibald	LSC Member

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	64.4	69.6	72.6	75.3	Early Math % of students at Benchmark on mClass	43.9	49.0	54.1	58.7
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.7	34.0	40.6	46.5	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	21.1	36.9	43.2	48.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.4	52.9	57.6	61.8	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	36.4	47.6	52.9	57.6
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.0	34.2	40.8	46.7	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.6	37.9	44.1	49.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.2	53.4	58.1	62.3	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	33.6	45.8	51.2	56.1
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	8.6	23.2	30.9	37.8	Explore - Math % of students at college readiness benchmark	3.4	15.9	24.3	31.9

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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	91.3	95.0	97.0	98.0					
Misconducts Rate of Misconducts (any) per 100	16.6	14.0	10.0	7.0					

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	58.2	65.0	72.0	79.0		ISAT - Reading % of students exceeding state standards	5.4	6.4	7.4	8.4
ISAT - Mathematics % of students meeting or exceeding state standards	70.3	77.0	84.0	91.0		ISAT - Mathematics % of students exceeding state standards	8.8	9.8	10.0	20.0
ISAT - Science % of students meeting or exceeding state standards	35.5	45.0	52.0	59.0		ISAT - Science % of students exceeding state standards	3.6	4.6	5.6	6.6

School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				2	
	<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. 	We have established a Theory of Action which outlines our schools priorities. We are revising of theory of action based on student and teacher data. We have set clear and measurable goals for student achievement, however they need to be re-written to include college and career readiness of all students.			
		Principal Leadership ----->				2
		<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. 	Through our partnerships with the University of Illinois Chicago we have established a Professional Learning Community with regularly scheduled professional development before and afterschool. Based on data derived form teacher observations and student scores, we have implemented a differentiated professional development calendar to address the specific needs of our teachers. 80% of our teachers have attended training in their subject areas. We are in the process of trying to create a system of monitoring the effectiveness of our professional development.		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>Each teacher is invited to contribute to the success of the school, however a core group of teachers perform most of the leadership duties in the school. We have started to nominate and suggest teachers to facilitate professional development based on observed best practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT meets weekly to analyze qualitative and quantitative data. The ILT uses the data to develop and drive schoolwide initiatives. The ILT also hosts grade level professional development based on deficits and roots causes identified when looking at student/ teacher data. The ILT regularly uses data to reflect on current practices and initiatives to decide the next course of action needed.</p>	
Monitoring and adjusting			1
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The ILT regularly analyzes data and make adjustments to the school focus and targets, which are communicated to grade levels. We are currently creating a system that would include professional development and a monitoring tool to help grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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>Grades k-2 pacing/scope and sequence in determined by pacing included in the instructional materials. Grades 3-8 are given a pacing guide based on the priorities set forth in the Illinois Assessment Framework. Currently the text used for instruction exposes the students to grade-appropriate complexity, but is heavily focused on fiction. We are in the process of assembling teacher teams to develop themed school wide units that aligned to the common core standards and focused on non fiction and comparative texts.</p>	
	Instructional materials ----->			2
	<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>Each grade level team has a set of instructional materials that are aligned with standards. However, the instructional materials are used to support the general curriculum with little differentiation for student learning.</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 ----->			2
<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>Weekly grade level meetings in which Scantron, Achieve 3000 and classroom assessments are reviewed and action items are created to address the needs of all students. Teachers meet biweekly through UIC's TST program to learn and discuss best practices in the classroom. School wide monthly staff & professional development. Also, weekly ILT meetings to review authentic student work, baseline, and benchmark assessments.</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>Common core standards, Illinois state standards, and daily objectives are posted and clearly communicated to students as it relates to skill being taught. Teachers use a combination of low and high level questioning techniques throughout flexible grouping to work with students on their level and build knowledge towards deeper understanding and mastery of standards and skills.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	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>We are currently in the process of developing a systematic approach to administering screening assessments to identify students in need of academic intervention. Response to Intervention is currently in place at all levels via push in, pull out and differentiated instruction.</p>	
Professional Learning	Whole staff professional development ----->			2
	<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>Our school effectively plans for professional and staff development school based on teacher surveys and staff deficiencies aligned to school-wide goals. Monthly grade level meetings to continually monitor the effectiveness of all professional development opportunities. Also, monthly professional/staff development to debrief and include working professional development in which teachers can implement best practices.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Time has been allotted weekly for teachers to collaborate and analyze student data. Teacher teams which include general education, special education, and resource teachers complete five whys and determine root causes for student deficiencies which drives action plans, S.M.A.R.T Goals and instructional decisions.</p>	
	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. 	<p>New teachers are currently supported by the UIC TST program. New teachers meet bi-weekly through UIC’s TST program to learn about and discuss best practices in the classroom. UIC facilitates professional learning communities for all teachers. Teachers consistently receive feedback through drop bys and walk through’s.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Teachers are in the process of developing instructional units based on CCSS that are aligned with ILS to promote college and career readiness. Teachers actively attend professional/staff development involving unpacking and implementing standards. Students have the opportunity to attend student council meetings. Also, students complete student surveys and safety boxes to voice ideas, concerns and issues.	
	Relationships ----->			2
	<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. 	We are in the process of creating a check-in system which will provide each student with an adult advocate through our implementation of PBISS. Currently students with disabilities are engaged in all school activities; both instructional and extracurricular.	
Behavior & Safety ----->			2	
	<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. 	We are in the process of creating a check-in system which will provide each student with an adult advocate through our implementation of PBIS. All staff has bought in and been trained on PAWS. Teachers promote positive behavior through active implementation as PAWS. Students complete student surveys and safety boxes to voice ideas, concerns and issues.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	The principal provides and discusses current school performance at LSC meetings, regularly scheduled parent meetings and staff meetings. In addition to performance meetings the principal and teachers meet with parents to discuss expectations and promotion status as it pertains to all grade levels. Also, the counselor and curriculum coordinator meets with students and parents to provide information to and assist families looking for high schools, relocation and/or transitional grades.	
	Ongoing communication ----->			2
	<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 engage in two-way communication with families to provide them with up to date progress monitoring reports and school and classroom expectations. Teachers and staff use phone calls/phone logs, written progress and behavior reports. Families are also provided opportunities to conference with teachers learn about students strengths and weaknesses. Parents can find out how to support their children at home and other setting.	
Bonding ----->			2	
	<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 currently have a non threatening and welcoming environment. The halls are clean and decorated with student work, photos of special event, and PAWS highlighting good student behavior. We use various methods to encourage family and community involvement, however we are currently in the process of creating a committee to facilitate and create more opportunities for parent and community involvement.	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	Our staff conducts intensive outreach to families in need of specialized support through phone calls, home visits, collaboration, parent meetings. Also, through various partnerships, families are assisted with financial, mental health and medical health issues through neighborhood organizations.	
	College & Career Exploration and election ----->			2
	<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. 	We have designated staff members who facilitate various and strategic college and career readiness activities to promote academic preparation and future college aspirations at all grade levels.	
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. 	Teachers actively prepare, plan and create student - centered lessons that are academically challenging. Implementation of quadrant D. Student performance is in the beginning stages of being evaluated based on college readiness goals and objectives. Staff facilitators and classroom teachers provide all students with relevant information and materials as it pertains to activities and assignments.		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	We currently have staff members that actively recruit students to seasonal CPS sports programs as an extracurricular enrichment option that nurtures talents and new interests. In addition to sports, students are provided opportunities to join clubs and after school		

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 ----->			2
	<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. 	The students do not participate in college and career ready assessments.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			1	
	<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. 	The school works to ensure effective transitions into kindergarten at each benchmark grade through differentiated instruction, Rtl, and data driven instructional practices as well as progress monitoring.	

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 ----->				2
	<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. 	Currently have a need for increased security presence so we use discretionary funds to fill security positions. Also, through various partnerships, families are assisted with financial, mental health and medical health issues through neighborhood organizations.		
	Building a Team ----->				2
<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. 	Currently hiring is conducted after a vacancy or expected retirement is identified. Currently interviews typically consist of an interview with the principal and the instructional leadership team with N opportunity to demonstrate knowledge or skill in the classroom with sample lessons and data analysis.			
Use of Time ----->				2	
<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. 	School schedule is designed to maximize student instruction and staff collaboration. Teacher collaboration occurs during common preparation time and after school professional learning communities. Currently struggling students in the middle school receive structured interventions in dedicated blocks.			

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

To build our students' capacities for achievement in education and in life. We are committed to integrating Math, Science and Technology into our curriculum in order to ensure the readiness of our students in high school, college and post college.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide systematic reading and mathematics intervention to K-8 students flagged on NWEA/ DIBELS (universal screener).	Although we have RTI in place in our school, we are in the beginning stages of evaluating the consistency and effectiveness of current strategies. By improving our intervention methods we will ensure all students are able to meet growth targets and become on track in math and reading proficiency.
2	Teachers deliver Common Core aligned literacy instructions supported by high quality texts.	We have a need to implement a rigorous literacy and mathematics curriculum as we have less than 50% meeting growth targets in literacy and mathematics according to EOY Scantron data.
3	Teachers will effectively implement P.A.W.S as part of a whole school PBIS model.	With a high rate of misconducts in the in categories 1-3 we will need to improve our classroom management when increasing the rigor of our curriculum.
4	A school wide attendance plan that will target attendance and provide interventions for students who are chronically absent or tardy.	The cumulative attendance rate fell below 95%. Through parent contacts, student incentives, displaying attendance data, parent communication; student attendance will increase to 95% by the EOY each year.
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide systematic reading and mathematics intervention to K-8 students flagged on NWEA/ DIBELS (universal screener).	Although we have RTI in place in our school, we are in the beginning stages of evaluating the consistency and effectiveness of current strategies. By improving our intervention methods we will ensure all students are able to meet growth targets and become on track in math and reading proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end 2012 Q4 ILT will review EOY data results to target deficient.	Other	All	ILT	Quarter 4	Quarter 4	Behind	
Compare 2012-2012 BOY Results	Other	All	ILT	Summer 2012	Summer 2012	On-Track	
By the end of the summer ILT will have created a RtI schedule for reading and math in which the students have dedicated RtI blocks.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012	On-Track	
By Q1 100% of all teachers will have grouped their students into RTI tiers based on screener results	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1	On-Track	
Progress monitor Students by monitoring academic progress frequently to evaluate the impact of the intervention	Other	All	Classroom/ RTI Teachers	On-going	On-going	Critically Behind	
By Q2 100% of lesson plans will show that vocabulary development within the context of the delivery of instruction	Instruction	All	Classroom/SpEd/ Resource Teachers	Quarter 2	Quarter 2	On-Track	
By Q1- After universal screener is given 100% of classroom teachers will use data to estimate the academic skill gap between the student and typically-performing peers and determine the likely reason(s) for the student's depressed academic performance	ILT/ Teacher Teams	All	Classroom/SpEd/ Resource Teachers	Quarter 1	On-going	On-Track	

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
Teachers deliver Common Core aligned literacy instructions supported by high quality texts.	We have a need to implement a rigorous literacy and mathematics curriculum as we have less than 50% meeting growth targets in literacy and mathematics according to EOY Scantron data.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review inventory needed for CCSS implementation	Instructional Materials	All	Ms. Davis	Quarter 4	Quarter 4	On-Track	
By the end of the summer we will order needed instructional materials	Instructional Materials	All	Ms. Davis	Summer 2012	Summer 2012	On-Track	
Lead and facilitate additional PD for teachers	Professional Development	All	Ms. Hardy/ Jones	Summer 2012	On-going	On-Track	
By Q2 all teachers will have attended at least 4 Professional development sessions related to the implementation of CCSS and alignment in planning	Professional Development	All	Ms. Hardy/ Jones	Summer 2012	Quarter 2	On-Track	
By Quarter 2 All students will be progress monitored at least once using CCSS benchmark assessment to measure effectiveness of instructional implementation.	Instruction	All	All Classroom teachers	Summer 2012	On-going	On-Track	
Create grade level appropriate CCSS aligned assessments to measure student achievement	Instruction	All	All Classroom teachers	Summer 2012	Summer 2012	On-Track	
All staff be trained on unpacking the CCSS using backwards design.	Professional Development	All	All Classroom teachers	Quarter 3	Quarter 4	On-Track	
The ILT team will create a CCSS aligned school wide thematic unit framework/ scope and sequence for each grade level	ILT/ Teacher Teams	All	ILT	Quarter 4	Summer 2012	On-Track	
All 1st grade teachers will implement Teacher Mate with fidelity using centers and IPOD's a minimum of 3 x per week by the end of the 1st quarter.	ILT/ Teacher Teams	1st	Classroom teachers	Quarter 1	On-going	On-Track	
Achieve 3000 will have a usage rate of 90% or greater by the end of the first quarter.	ILT/ Teacher Teams	All	3-8 Classroom teachers	Quarter 1	On-going	On-Track	
After school program which target specific skills in literacy after utilizing Scantron EOY, DIBELS, mClass Math and ISAT 2012 data.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	

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
Teachers will effectively implement P.A.W.S as part of a whole school PBIS model.	With a high rate of misconducts in the in categories 1-3 we will need to improve our classroom management when increasing the rigor of our curriculum.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In the beginning of Q1 the staff will implement PAWS in lunchroom and on the playground	Other	All	Denison, Collins, Hardy	Quarter 1	Quarter 1	On-Track	
Survey staff and students about concerns and beliefs about school climate	Other	All	Sorenson, Wilson	Quarter 4	Quarter 4	On-Track	
Review discipline data to measure effectiveness of the hallway policy	Other	All	Wilson, Finley-Jones	On-going	On-going	On-Track	
By the end of summer key selected member of the foundations team will create and post more "P.A.W.S.-itive(behavior" posters in hallways and classrooms: <u>p</u> lease enter and exit quietly, <u>A</u> lways walk on the right going south and the left going north, <u>W</u> alk in a single line and remember HALLWAYS are a <u>S</u> ilent Zone...PAWS!	ILT/ Teacher Teams	All	Ms. Hardy	Summer 2012	Summer 2012	On-Track	
By Q4 (2012) Edit and finalize hallway behavior video which models expected behavior.	Other	All	Denison, Collins, Hardy	Quarter 4	Quarter 4	Behind	
By the end of the summer the foundations team will create lunchroom policy to govern student and staff behaviors and expectations during lunch periods.	Other	All	Denison, Collins, Hardy, Sorenson, Wilson, Finley-Jones	Summer 2012	Summer 2012	On-Track	
By August 6, 2012 all staff members will vote on and/or revise newly created lunchroom policy.	ILT/ Teacher Teams	All	Foundations Team	Summer 2012	Quarter 1	On-Track	
By August 9, 2012 the staff will have created instructional video and lesson plans to demonstrate the expected behaviors	ILT/ Teacher Teams	All	Denison, Collins, Hardy, Sorenson, Svoboda	Quarter 1	Quarter 1	On-Track	
By the end of Q2 the foundations teams will draft a parent behavior expectation policy.	Parental Involvement	All	Sorenson, Collins	Summer 2012	Quarter 2	On-Track	

Strategic Priority 4

