CIWP

2012-2014 Continuous Improvement Work Plan

John F Eberhart Elementary School

Midway Elementary Network

3400 W 65th Pl Chicago, IL 60629

ISBE ID: 150162990252181

School ID: 609898

Oracle ID: 23041

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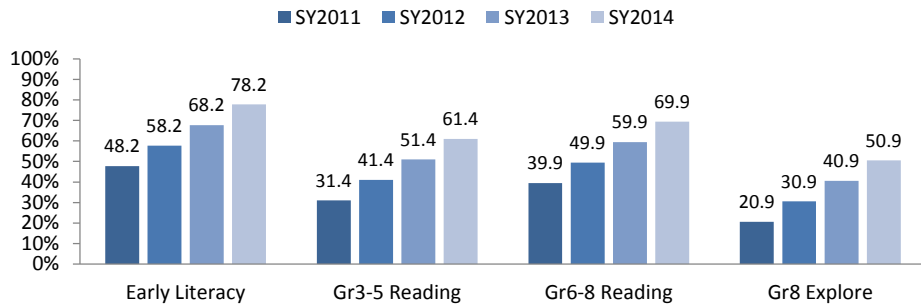
Mission Statement

Eberhart School will prepare all of its students for successful futures, including English Language Learners and those with special needs. Our learning community will provide a curriculum connecting literacy, math, technology and content area instruction with the fine and performing arts. Our students will develop academic skills, a sense of social responsibility, and an appreciation of the fine and performing arts to become productive members of a global society.
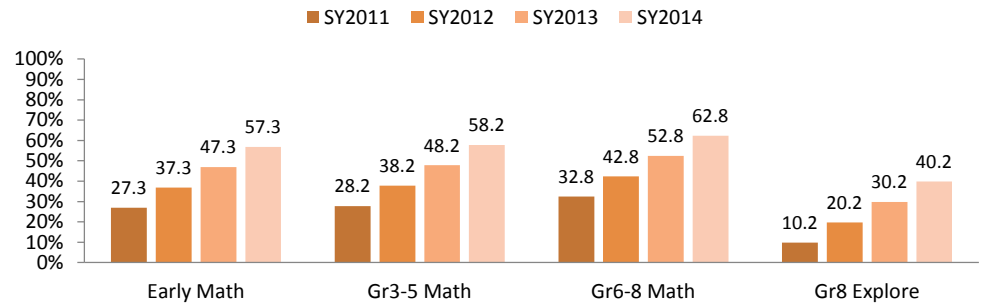
Strategic Priorities

1. Enhance the core instructional program using the Common Core State Standards to increase student achievement.

2. Continue to increase teacher effectiveness by improving our professional learning system.

3. Expand the school-home-community connection to engage all stakeholders in impacting students' overall success.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	48.2	58.2	68.2	78.2
Gr3-5 Reading	31.4	41.4	51.4	61.4
Gr6-8 Reading	39.9	49.9	59.9	69.9
Gr8 Explore	20.9	30.9	40.9	50.9

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	27.3	37.3	47.3	57.3
Gr3-5 Math	28.2	38.2	48.2	58.2
Gr6-8 Math	32.8	42.8	52.8	62.8
Gr8 Explore	10.2	20.2	30.2	40.2

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CIWP

Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	John F Eberhart 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
Nneka H. Gunn	Principal
Robert A. Gomez	Assistant Principal
Erika D. Foreman	Assistant Principal
Aaron Gross	Special Education Faculty
Danielle Toney-Cunningham	Classroom Teacher
Yolanda Johnson	LSC Member
Mary O'Donnell & Janice Achtenberg	Classroom Teacher
Diana Ellmo	Lead/ Resource Teacher
Mayra Sarabia	Parent/ Guardian
Pamela Segal & Paula Listro	Classroom Teacher
Kathleen Daigler & Jennice Davis-Turner	Classroom Teacher

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John F Eberhart Elementary School

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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	48.2	58.2	68.2	78.2	**Early Math** % of students at Benchmark on mClass	27.3	37.3	47.3	57.3

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.4	41.4	51.4	61.4	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	28.2	38.2	48.2	58.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.4	62.4	72.4	82.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.5	59.5	69.5	79.5

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.9	49.9	59.9	69.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.8	42.8	52.8	62.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.3	61.3	71.3	81.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.4	60.4	70.4	80.4

8th Grade									
Explore - Reading % of students at college readiness benchmark	20.9	30.9	40.9	50.9	**Explore - Math** % of students at college readiness benchmark	10.2	20.2	30.2	40.2

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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	95.3	96.3	97.3	98.3	**Misconducts** Rate of Misconducts (any) per 100	13.1	11.0	10.0	9.0

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	66.4	76.4	86.4	96.4	**ISAT - Reading** % of students exceeding state standards	9.6	19.6	20.6	30.6
ISAT - Mathematics % of students meeting or exceeding state standards	73.5	83.5	93.5	95.0	**ISAT - Mathematics** % of students exceeding state standards	8.9	18.9	28.9	38.9
ISAT - Science % of students meeting or exceeding state standards	65.7	75.7	85.7	95.7	**ISAT - Science** % of students exceeding state standards	5.3	15.3	25.3	35.3

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
	Goals and theory of action	-->		**4**
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.	Our ILT analyzed data from the Performance Policy and the School Progress Report to develop our Theory of Action Plan. Based upon the data we choose three priorities: Enhance the Core Instructional Program, Enhance Professional Learning System and Instructional Leadership.	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	According to the 2011 University of Chicago Consortium on School Research Report, 81% of our teachers agree they have input on topics for professional development. Last year, our Professional Development Committee which is teacher led, created a teacher survey. Teachers listed areas and topics for professional growth. We also have a Professional Learning Community (PLC) which is led by several of our Literacy Team/Reading Teachers. They held a number of PD sessions (Vocabulary Study, Reading Comprehension/ Strategies, Literary Elements and Literary Works) for staff members. As a result, the principal ordered a number of professional books (Guided Reading and Writing, Enhancing RtI, Guided Instruction and Strategies that Work). Each teacher received a copy to read and discuss during grade level team meetings. The books were also added to our professional library. The report also shows that 74% of our teachers believe the prinicpal communicates a clear vision for our school. The school mission and vison statements, school-wide initiaves, teacher, paraprofessional	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Our teachers are invested in our schools success and exhibit leadership in a number of ways. At the beginning of the school year teachers signup for a teacher led committee. We currently have nineteen committees. The ILT/PPLC/CIWP Team consists of one teacher from each grade level (K-8), a Special Education Teacher, the Counselor, an Art Teacher and an Assistant Principal. Their meetings are held once a month or more if necessary. In grades K-8 there is a team leader who is responsible for guiding grade team discussions utilizing the weekly Team Agenda and Announcements given by the principal. Our RtI Team meets weekly and consists of thirteen people: seven Reading Interventionists for grades 1,3-8, two Bilingual Lead Teachers, a Special Education Resource Teacher, and the Case Manager. The prinicpal and one Assistant Principal also attend meetings regularly. Meeting agendas focus on discussing appropriate intervention materials for Tier 2 and Tier 3 students, analyzing data, progress monitoring and documents contained in RtI student folders. Our school has two teachers (Kdg. and 7th grade) who serve as CTU Union Representatives. We have several teachers who have written and received several small grants during the school year. Teachers are given opportunitues to share best practices	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT Team consists of one teacher from grades K-8, a Special Education Teacher, a Magnet Cluster Lead Teacher, the Counselor and an Assistant Principal. Meetings are held once a month or more if necessary. The team reviewed the Performance Policy and 2011 School Progress Report in devolping the Theory of Action Plan. Some team members have attended several Network ILT Meetings at Hale School. Upon their return they share information *(Theory of Action Plan, Powerpoints, Common Core State Standards Lesson Plan, CCSS Exemplars, and School Effectiveness Framework Survey)* obtained with the ILT Team. In turn,team members communicate information and tasks to collegues during Grade Level Team Meetings. These disussions are evident in grade level notes which are emailed to school administrators.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	We have systematically analyzed data thoughout the course of the school year: • In September 2011 for Teacher Institute Day we held a Data Driven Instruction PD using NWEA Map and DIBELS/IDEL Data. • The NWEA PD was led by teachers who received data training provided by the AMPS Office. The DIBELS/IDEL session was conducted by the Assistant Principal who was previously the Lead Literacy Teacher. • Our 3rd-8th grade teachers analyzed CCSS and NWEA Data utilizing	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**4**
	• 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.	• In 2010, a K-8 Curriculum Map for core subjects was developed by teachers over several months. Grade level teams met to determine which Illinois State Standards, grade specific content, skills, assessments, textbooks, and quarter they will provide instruction. • This year we have placed a greater emphasis on text complexity and informational text Across the Curriculum due to expectations contained within the CCSS. As a school, we are in the process of intensifying this effort by purchasing text sets for various grade levels. • Teachers submit Lesson Plans to School Administrators demonstrating evidence of the accommodations and modifications they provide for Special Education Students and English Language Learners to gain core content knowledge and skills. They also receive a Lesson Plan Checklist by administrators indicating if these specific expectations are met.	
	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).	• According to the Chicago Consortium Survey 69% of our teachers agree that curriculum, instruction and learning materials are well coordinated across the different grade levels within our building. • The survey also indicates that 75% of our teachers agree that there is consistency in the curriculum, instruction and learning materials among teachers in the same grade level. • Grades K-8 instructional materials for Reading/Language Arts, Math, Science and Social Studies are aligned to the Illinois State Standards and provide support for students with disabilities and	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**4**
• 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.	• Teachers in grades K-2 evaluate their students three times a year (BOY, MOY and EOY) utilizing the DIBELS/IDEL/M-Class Math Benchmark Assessments. They have access to M-Class data (DIBELS/IDEL/M-Class Math) immediately, upon syncing their palm pilots. The website displays teacher team and classroom data. • Teachers in grades 3-8 utilize the NWEA and CCSS Benchmark Assessments three times a year (BOY, MOY and EOY) to evaluate their students. This data is accessible via the NWEA Website and the CPS CIM site. Information is organized and available to classroom teachers who share in grade level teams. • Teachers use additional assessment methods to assess student learning on an ongoing basis. • Teachers provide accommodations and modifications for ELL's and Special Education Students when developing and administering classroom and benchmark assessments. Students are given more time, receive fewer questions or problems, test items are read to them or may demonstrate their knowledge with a hands on task.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• A small number of our teachers communicate to students the standards-based learning objective focused on during a lesson. However, staff members do share with students the directions and procedures to follow for an activity. • We have implemented several approaches over the past few years to ensure our teachers are implementing low and high-level questioning techniques. This year, our ILT re-introduced Bloom's Taxonomy to K-8th grade teachers. The 5th grade team is utilizing QAR with their students. Last year, the PLC provided professional development on PRC2. • Teachers use curriculum maps developed by their grade level teams and student data to guide their instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		--->	**4**
• 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.	• Our RtI Plan indicates that we will administer three screening/diagnostic tools: the DIBELS and IDEL Assessments to our K-2nd grade students. The NWEA Map Reading and Math Assessments will be administered to our 3rd - 8th grade students. The 4th and 7th graders will also take the NWEA Map Science Assessment. Each test will be given three times a year (September, January and May). Teachers will receive data and various reports to assist with grouping and differentiated instruction. The data will identify students in need of academic interventions. The NWEA Tests will indicate gaps in student learning. • We have seven Reading Interventionists who push-in during reading classes to provide small group instruction for Tier 2 and Tier 3 students. Some Tier 3 students also receive additional pull-out reading instruction. The interventionist will provide interventions, monitor and graph student progress and keep a log indicating the specific	
Whole staff professional development		--->	**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• Based upon the three strategic levers and goals outlined in our Theory of Action Plan, we will develop a professional development plan for SY2012-2013. We have decided that staff members will attend sessions on a weekly or bi-weekly basis. • Professional development is conducted throughout the year on topics aligned to our Theory of Action Plan. According to the 2011 University of Chicago Consortium on School Research, 87% of our teachers agree that they are pressed by the principal to implement what they have learned from PD. Administrators evaluate the effectiveness of PD through Formal and Informal Observations, lesson plans, grade level notes. Teachers provide support to peers	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**4**
	• 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.	• Grade-level teams meet weekly to collaborate on Action Items emailed by the Principal. The teams consist of General Education, Special Education, Bilingual Lead and Reading Resource Teachers (3-8). Each team has an ILT Member who attends monthly ILT Meetings. Teams create collaborative lesson plans, analyze formative and summative data, discuss student work, share instructional strategies, discuss and implement concepts from Professional Readings, and receive ILT/PPLC updates. Reading Resource and Bilingual Teachers also serve as RTI Members. They discuss progress-monitoring data with individual teachers at least every four-six weeks. • Course Teams met on Teacher Institute Days, Professional Development Days or before/after school because they were needed to provide teachers with preps.	
	Instructional coaching	--->		**4**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• All first year teachers receive coaching support. Three teachers (Pre-K, Kindergarten and fourth grade) receive formal support from a district-sponsored induction program: Office of Head Start and Chicago New Teachers Center. This year Dr. Frankie Swoope, an outside education consultant coached two new teachers and one second year teacher. She conducted eight to ten informal observations. In both cases, the coach debriefs with the teachers and conducts follow-up visits to ensure implementation of suggestions. Administrators identify additional teachers needing coaching through Formal and Informal Classroom Visits as well as at teacher's request. Teachers and administrators schedule cross-classroom visits to allow peers to demonstrate best practices.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture** --->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	• We have College banners hanging in our 7th and 8th grade corridor. Some 7th and 8th grade students are participating in the Southwest Youth for Knowledge Program which places a focus on Colleges and Careers. This is an area that we need to develop school-wide. As we continue to learn and implement the Common Core State Standards we will place a greater emphasis on developing a college-going culture within our building. Our students have opportunities for leadership and to make their voices heard through Junior ROTC, Student Council, Student Ambassadors in 2nd grade, Student Surveys and The Eagle News.	
	Relationships --->			**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Our students have staff members who nurture and support them in achieving their academic goals. According to the 2011 University of Chicago Consortium on School Research Report, 82% of our students report that teachers are willing to give them extra support with school work if needed. This is evident by the large number of teachers who arrive early in the morning or stay late in the evening to provide support in Reading or Math. Staff members also value the language and culture of the students they teach. Several teachers plan projects or participate in the Hispanic Heritage Assembly in October as a means of recognizing the culture of our students. We have several Bilingual Classrooms where students receive instruction in Spanish, their native language. School and classroom libraries contain a diverse collection of books which emphasis different	
	Behavior& Safety --->			**4**
	• 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 Dean of Students and School Administrators consistently implement a school-wide approach to discipline as it relates to the CPS Student Code of Conduct. Teachers are given pink cards to record student infractions. The child and the card are sent to the Deans Office for a conference. Interventions and consequences are dependent upon the behavior and the number of violations. Some consequences include restorative justice, teacher-student conference, teacher-student-parent conference, detention, in-school suspension and suspension. Classroom teachers discuss/post	

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
Expectations		-->	**4**
• 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.	• During LSC Meetings the principal explains The Performance Policy and The School Progress Report along with plans to address weaknesses. A Spanish interpreter is provided to remove language barriers. The information is given to students to take home in English and Spanish. • Teachers communicate to parents in writing their grade level expectations in a monthly/quarterly newsletter or webpage. It describes the goals/topics covered for each core subject, explains major projects, homework, fieldtrips and other grade specific information. • The counselor disseminates information to 8th grade students and parents regarding high school selections. She has coordinated several events for students to visit high schools and hosted a high	
Ongoing communication		-->	**4**
• 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.	• Teachers and other staff members foster ongoing two-way communication by scheduling parent-teacher-student conferences, calling homes, writing brief notes in student agendas and emailing. We conducted a number of parent workshops this year. Kindergarten parents attended a meeting in English and Spanish which focused on essential Reading and Math Skills. The Home School Connection Committee also held a parent workshop led by a	
Bonding		-->	**4**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• Our school is open to students and visitors in the morning before teachers and students begin their day. A large number of teachers provide additional support to students during before and after school tutoring programs. The office staff is very pleasant and accommodating to the needs of visitors. They speak Spanish and Arabic for parents who need a translator. • The principal fosters relationships with organizations that build family and community involvement. We have partnerships with Southwest Organizing Project, Metropolitan Family Services, Chicago Symphonetta and Southwest Youth Collaborative. Parents attend monthly BAC and PAC Meetings to assist them in meeting the	

DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		4
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• The principal, social worker and counselor meet and connect families to non-profit agencies that provide social services.	
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.	• This year some of our 7th and 8th grade students are participating in the Southwest Youth for Knowledge Project Syncere Afterschool Program. The program focuses on setting goals for high school and college as well as exposure to careers in Math, Science and Technology.	
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.	• The Southwest Youth for Knowledge Project Syncere Afterschool Program assists students in setting goals for high school and college as well as exposure to careers in Math, Science and Technology. High performing students are encouraged to register for Honors and AP classess in high school.	
Enrichment & Extracurricular Engagement	-->		4
• 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.	• We expose our students to a number of enrichment and extracurricular activities which build leadership skills, nurture their talents and interests. They include before and after school tutoring, SES Program, All Stars, JROTC, Project Syncere, Student Council,	

N 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
DIMENSIO	***College & Career Assessments***	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• Eighth grade teachers prepare their students to take the Explore Assessment. This year, students were given a practice Explore Test in CIM. Teachers examined assessment data to re-teach areas of concern before giving the Explore Exam.	
	College & Career Admissions and Affordability	-->		**1**
	• 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.	DNA	
	Transitions	-->		**4**
	• 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.	• Staff members give parents the necessary requirements and paperwork needed to transition students into Kindergarten, benchmark grades and ninth grade. The counselor schedules a visit for our eighth graders to visit Hubbard High School. This gives them an opportunity to learn about the school and what it has to offer before they transition into 9th grade.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	-->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	• Over 95% of our discretionary funds are used to purchase teaching positions which allow us to reduce class sizes and implement co-teaching. We are able to buy the Reading in Motion Literacy Program for Kindergarten and First Grade students. The funds also assist us in securing teaching assistants in Kindergarten classrooms, purchase office staff and instructional materials as well as meet the needs of families. • Several teachers received educational grants this year to support the instructional needs of their students. The principal collaborated with a community partner, Southwest Youth Collaborative, to apply	
	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.	• New staff members are hired based upon expected vacancies and the needs of students. • For a number of years, we have hired teachers who have student taught or worked as substitute teachers within our building. • Team members from the Special Education Department and members of grade level teams assisted in conducting interviews.	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• According to the goals in our Theory of Action Plan, we will improve our Reading, Math and Science Scores on the NWEA and ISAT Assessments. Therefore, our schedule will consist of 6 hours of instruction with 90-120 minutes daily allocated to Literacy at different grade bands. There are 60-80 minutes of instruction daily allotted for Math and 40-60 minutes daily for Science at different grade bands. We will increase rigor using the Reading and Math CCSS, Differentiate Instruction through Guided Reading and Literacy Centers, and intensify the use of strategies with informational text.	

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

Eberhart School will prepare all of its students for successful futures, including English Language Learners and those with special needs. Our learning community will provide a curriculum connecting literacy, math, technology and content area instruction with the fine and performing arts. Our students will develop academic skills, a sense of social responsibility, and an appreciation of the fine and performing arts to become productive members of a global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Enhance the core instructional program using the Common Core State Standards to increase student achievement.	The CCSS will be the basis for raising expectations and increasing rigor. This transition will lead to an increased use of informational text and frequent application of higher order thinking skills.
2	Continue to increase teacher effectiveness by improving our professional learning system.	Maximize professional development to ensure teachers are able to use student data to drive instruction, plan with the end in mind, and execute best practices.
3	Expand the school-home-community connection to engage all stakeholders in impacting students' overall success.	Build on existing relationships with parents and community to meet the needs of our students, preparing them for future success.
4	Optional	
5	Optional	

2012-2014 Continuous Improvement Work Plan

John F Eberhart Elementary School

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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
Enhance the core instructional program using the Common Core State Standards to increase student achievement.	The CCSS will be the basis for raising expectations and increasing rigor. This transition will lead to an increased use of informational text and frequent application of higher order thinking skills.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Development of Unit Plans based on Common Core State Standards	Instruction	All	Grade Band Leaders	Summer 2012	On-going	On-Track	Training provided by Network. Will look to network for future PD.
Identify CCSS text exemplars in the building.	Instructional Materials	All	Grade Level Teams	On-going	On-going	On-Track	Lists being created and shared among grade levels to ensure no texts are ordered unnecessarily
Create Performance Tasks and Performance Assessments aligned to the CCSS (ILT)	ILT/ Teacher Teams	All	ILT	On-going	On-going	On-Track	Teacher teams need a clear picture of "what" to teach. ILT will take leadership role.
Create Performance Tasks and Performance Assessments aligned to the CCSS (Grade Level Teams)	ILT/ Teacher Teams	All	Grade Level Teams	Quarter 2	On-going	On-Track	ILT has begun supporting teachers in this process.
Purchase Science and Social Studies Text Sets to use for instruction	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track	Expand use of PRC2 strategy for reading in the content area to grades 3-5. Continue use of strategy in grades 6-8.

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Continue to increase teacher effectiveness by improving our professional learning system.	Maximize professional development to ensure teachers are able to use student data to drive instruction, plan with the end in mind, and execute best practices.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Move to Phase 3 of NWEA MAP integration (PD on data analysis and instructional implications)	Instruction	All	Administration	Summer 2012	Quarter 1	On-Track	Continue teacher-led PD for using NWEA data to tailor small group instruction based on need. Divide sessions by grade band and/or level of expertise.
Offer teacher professional development in the use of interactive white boards, mobile labs, and interactive webpages for classroom instruction.	Instruction	All	Technology Teacher	Summer 2012	On-going	On-Track	Purchase 20 new interactive white boards and two additional mobile labs.
Continue quarterly professional reading (staff-wide selection, team level discussion) and instructional strategy implementation.	Instruction	All	Grade Level Teams	On-going	On-going	On-Track	In addition to "what" to teach, teachers also need clear strategies for "how" to teach.
Peer Modeling	ILT/ Teacher Teams	Not Applicable	Admin & ILT	Quarter 1	Quarter 4	On-Track	
Continue to use grade level meetings for data review and sharing of instructional strategies	Other	All	Admin & Teams	On-going	On-going	On-Track	
Continue high quality professional development for guided/differentiated instruction	Instruction	All	Admin & ILT	On-going	On-going	On-Track	

2012-2014 Continuous
Improvement Work Plan

John F Eberhart Elementary School

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Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Expand the school-home-community connection to engage all stakeholders in impacting students' overall success.	Build on existing relationships with parents and community to meet the needs of our students, preparing them for future success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Form Home-School Connections Committee	Parental Involvement	All	Teachers & Parents	Quarter 3	Summer 2012	Completed	Offer on-going parent workshops for supporting students with academic and social/emotional goals
Continue partnership with Southwest Organizing Project, including "Parents as Mentors" program	Parental Involvement	All	Teachers & Parents	On-going	On-going	On-Track	Recruitment for Fall 2012 starts now
Parent Workshop Series with Ferney Ramirez	LSC/ PAC/ PTA	English Language Learners	BLTs, BAC & PAC	Quarter 1	Quarter 4	On-Track	Successful series of quarterly workshops for Spanish speaking parents. Will continue next year.
Fully utilize Parent Resource Center (opened Fall 2011)	Parental Involvement	All	Parent Leaders	On-going	On-going	On-Track	Used for officers meetings for BAC & PAC and for public benefits screenings. Increase number of job postings and hours open.
Continue quarterly Family Nights (Science, History, Space, Art Share, Dia del Nino, etc.)	Parental Involvement	All	Respective Committees	Quarter 1	On-going	On-Track	Continue popular family & community engagement activites that bring parents into the school to learn and have fun with their children.
Partner with Southwest Youth Collaborative for a "Family Reading Party"	Parental Involvement	Other student group	Admin & SWYC staff	Summer 2012	Quarter 1	On-Track	Work with community partners at SWYC to host a family literacy event for the students in the Greater Lawn Community Youth Network afterschool program and the Southwest Youth for Knowledge afterschool program.
Host Virtual Pre-K and Kindergarten Workshops for Parents	Parental Involvement	Other student group	Head Start and Kindergarten Teachers	Summer 2012	Quarter 4	On-Track	

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

2012-2014 Continuous Improvement Work Plan

John F Eberhart Elementary School

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

Date Stamp November 22, 2012