



2012-2014 Continuous Improvement Work Plan

Edgebrook Elementary School

O'Hare Elementary Network

6525 N Hiawatha Ave Chicago, IL 60646

ISBE ID: 150162990252183

School ID: 609901

Oracle ID: 23071



Mission Statement

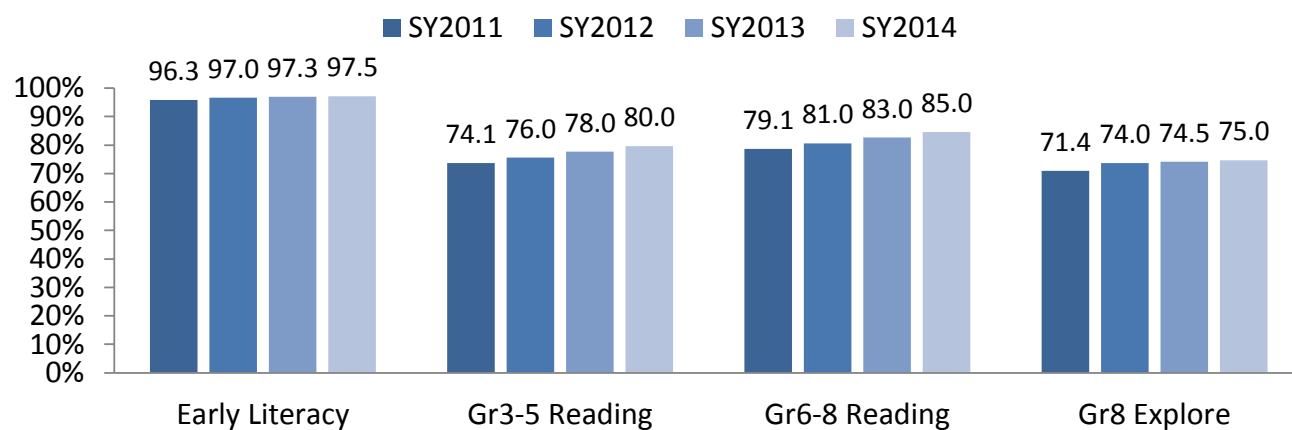
Edgebrook School's mission is to sustain academic excellence and to provide our diversified student population with a rich, challenging curriculum which supports each student's college and career readiness, and success in the areas of: Academic Achievement; Social Development; Personal Growth; Emotional Well-being
To view the entire Vision Statement, please visit our website at: <http://www.edgebrook.cps.k12.il.us/>

Strategic Priorities

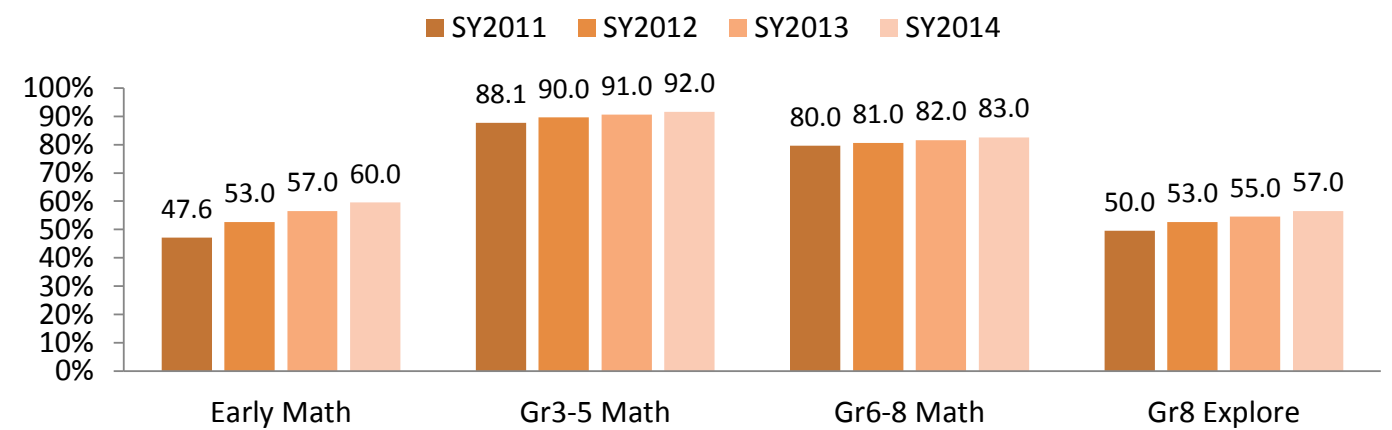
1. Teachers will align Language Arts and Math instruction with the Common Core State Standards.
2. Teachers will increase Fine Arts integration within all instructional areas utilizing real world applications.
3. Edgebrook School will support college and career readiness by giving students the tools to become well organized, independent learners, and self-motivated individuals.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Edgebrook 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
Janice Kepka	Principal
Mary K Clancy	Assistant Principal
Kate Dorn	Classroom Teacher
Donna Puccini	Classroom Teacher
Jona Peretz	Counselor/Case Manager
Andrea Metzl	Special Education Faculty
MaryAnn Vena	Classroom Teacher
Susie Han-Baral	Classroom Teacher
Rozy Patel	Classroom Teacher
Gloria Fields	Lead/ Resource Teacher
Daniel Cotter	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	96.3	97.0	97.3	97.5		Early Math % of students at Benchmark on mClass	47.6	53.0	57.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	74.1	76.0	78.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	88.1	90.0	91.0	92.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.2	81.0	83.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	75.2	76.0	78.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	79.1	81.0	83.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	80.0	81.0	82.0	83.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.0	63.0	64.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.5	58.0	60.0	62.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	71.4	74.0	74.5	75.0		Explore - Math % of students at college readiness benchmark	50.0	53.0	55.0	57.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.9	96.9	96.9	96.9					
					Misconducts Rate of Misconducts (any) per 100	3.4	3.2	3.2	3.2

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	96.4	96.7	97.0	97.3		ISAT - Reading % of students exceeding state standards	56.8	59.0	60.0	61.0
ISAT - Mathematics % of students meeting or exceeding state standards	98.9	98.9	98.9	98.9		ISAT - Mathematics % of students exceeding state standards	60.2	61.0	62.0	63.0
ISAT - Science % of students meeting or exceeding state standards	97.8	98.0	98.2	98.4		ISAT - Science % of students exceeding state standards	54.9	55.5	60.0	61.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Each year the entire school team meets to review standardized scores. At that time, we determine which strategies will be implemented to have the greatest impact on instruction and student learning. During the year those strategies are reflected in professional development, student practice, and team meeting concerns.	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	The principal focuses all school activities and stakeholders on the priorities established during the school improvement process. The LSC, PTA, and the Park District understand the Mission and Vision. All new initiatives are reviewed in reference to the Mission, Vision, and school planning goals. The principal leads teachers, students, and parents toward a common goal of academic excellence, college readiness, and personal development.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each teacher IS invested in the success of the school and actively participates on all the committees listed in the effective school description. Since this is a small school, teachers are part of several teams each year. A conscious decision is made by staff and administration to ensure that every team has representation from each school category. This means all teams are comprised of representatives from each grade group, special education, and support staff.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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 review data and provides specific goals for curriculum and instruction. The team brainstorms teaching techniques that are presented during teacher team meetings. Then the team reports back about results. The ILT engages in reflection to improve its functioning and progress toward schoolwide goals. The team brings the information and reflection back to the grade level and subject level teams as well as bringing teacher information back to the ILT. The ILT analyzes data from standardized tests and assessment to determine future instructional focus.</p>	3
Monitoring and adjusting ----->			
<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 analyzes data and reports the results to the grade level teams. Data is analyzed by the entire staff as schoolwide results are released. A specific schedule for analysis needs to be developed in order to ensure instructional impact.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Grade level teams have developed long and short term units and are continuing to align units to Common Core Standards. In addition, a rubric for purchasing new instructional materials has been developed. Two of the critical criteria for the purchase of new materials is that it embeds ELL and Rtl support as well as providing additional materials and strategies for these populations.	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Grade level teams are continuing to align units to Common Core Standards. Instructional materials are provided for students with disabilities and those needing ELL support. A special education teacher is a member of each grade level team.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Grade level teams use assessments on a regular basis to inform future instruction. Assessment methods are being aligned with the Common Core Standards. Teacher teams have reviewed new instructional materials and believe they provide strategies to increase reasoning proficiency, and knowledge mastery, as well as performance skills and hands on projects. Our History Fairs are also instrumental in providing these skills to students.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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>Each teacher has clear objectives, and purposefully sequences instruction based on Illinois Standards. Each teacher scaffolds instruction to ensure all students, including those with disabilities has access to complex text and discussion. All teachers do not, yet inform students about learning objectives. Observations indicate that while teachers use high-level questioning, there is still a need to increase the frequency of high-level questioning on a consistent basis. Teachers use formative assessments during instruction to monitor progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>The school has a systematic approach to administering screening assessments, and to administering diagnostic assessments. Interventions at the K-5 level are provided in small group instruction, small group after school tutoring, push-in supports by specialists, and pull out support by a team of retired teachers who are used to tutor students. In addition to these strategies, middle school students are provided with an after school study program where they receive instruction and homework help from teachers and para-professionals.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school has a year long plan for staff development that is based on the school improvement plan. Sometimes the plan is interrupted in order to bring teachers current instructional initiatives.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Protocols are established during August professional development and used throughout the year. Teachers meet during common preps and before and after school to analyze formative assessments and plan instruction. Special Education and classroom teachers have common planning time to develop lessons for all students. Protocols for team collaboration are established each fall during professional development and reviewed and revised as needed during the school year.</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>Teachers meet in teams to provide support. Some cross classroom visitations occur. The ILT is strategizing procedures to encourage more teacher-peer observation and coaching during the next school year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	High expectations are an integral part of the school mission, vision, planning, and instruction. Teachers, support staff, parents, and community members model high expectations and college readiness on a daily basis.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	All students have adult advocates who support their goals. Respect has been a focus of student and teacher interactions that need to be reinforced through a targeted program. The One Voice survey indicates that there have been successful changes in student awareness of adult advocacy.	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	The school has a common, consistent school-wide approach to student discipline that has been developed over the last several years. An increase in student misbehavior has led the staff to seek a positive behavioral program. We believe that our requirements will be met by the CHAMPS program. Professional development and implementation will begin this fall.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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 parents receive information about curriculum through the beginning of the school year meeting. In addition, curriculum and project specific information is available on most teacher web pages. Teachers are available to meet with parents whenever requested.	
	Ongoing communication ----->			3
	<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 and parents communicate on a regular basis. The school counselor meets with students to support student learning and communicates with parents. Parents of ELL and special education students meet, phone, or hold conferences regularly.	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Parents are engaged in the everyday routines of the school. They are encouraged to participate in every aspect of the school. Edgebrook could not succeed without parent and community support.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	When services are needed, parents receive support and information about community services through the school counselor.	
	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. 	The school librarian encourages student research through projects . The school counselor provides college resources as requested. The school focus has been on the high school selection process.	
Academic Planning ----->			3	
<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. 	Support for college and career planning is provided for all students beginning with the Scientist for a Day program at all grade levels.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The school has a wide range of enrichment and extracurricular activities for all students including ELL and Special Education students.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<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 school participates in EXPLORE testing and practice and provides many inter-scholastic competitions.	
	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. 	NA	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The school provides Pre-K visits to the Kindergarten classes, as well as holds an annual high school fair.	

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	<i>Use of Discretionary Resources</i> ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	The school provides after school study buddies, and in school support through the use of retired teachers. Teachers and administration regularly write grants and apply for grant opportunities.	
	<i>Building a Team</i> ----->			3
	<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. 	The school assesses student needs when hiring staff. Teacher teams interview prospective staff. Student teachers and internships are provided.	
<i>Use of Time</i> ----->			3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	School schedules are determined around student needs and reflect research strategies whenever possible. Teacher schedules provide common planning time.		

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

Edgebrook School's mission is to sustain academic excellence and to provide our diversified student population with a rich, challenging curriculum which supports each student's college and career readiness, and success in the areas of: Academic Achievement; Social Development; Personal Growth; Emotional Well-being
 To view the entire Vision Statement, please visit our website at: <http://www.edgebrook.cps.k12.il.us/>

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will align Language Arts and Math instruction with the Common Core State Standards.	Using 2011 ISAT scores compared to EXPLORE Scores and DIBELS benchmark assessments led teachers to question the deviations in scores. Next year they plan to look at the assessments being used, and the CBM assessments. They also want to ensure that instruction is closely aligned to the Common Core Standard . Teacher will be reviewing curriculum alignment with Common Core as well as vertical and horizontal alignment to insure consistent instruction. This alignment will improve EXPLORE Scores as well as increase ISAT and Common Core Assessments next year.
2	Teachers will increase Fine Arts integration within all instructional areas utilizing real world applications.	Review of data since 2003 indicates that the introduction of an intergrated fine arts curriculum has produced consistently higher ISAT scores. In 2002 and for several years after that the school was awarded CAPE grants. The culminating activity of the grant was a year end History Fair that was expanded to every grade level. Students integrate research, writing, social studies, music and dance. Projects are graded using performance based rubrics. Now we want to include the visual arts and performing arts. We have reached out to the department of Fine and Performing Arts for assistance. We believe that the integrated curriculum closely models the Common Core philosophy and will allow for deeper understanding of curriculum and hands on application.
3	Edgebrook School will support college and career readiness by giving students the tools to become well organized, independent learners, and self-motivated individuals.	Data and team observations indicate an increase in discipline referrals. Observed social interactions led the staff to explore programs that will encourage student social emotional strengths. Teacher observation indicates a need for a consistent program of instruction which will support the development of executive functioning skills.

4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will align Language Arts and Math instruction with the Common Core State Standards.	Using 2011 ISAT scores compared to EXPLORE Scores and DIBELS benchmark assessments led teachers to question the deviations in scores. Next year they plan to look at the assessments being used, and the CBM assessments. They also want to ensure that instruction is closely aligned to the Common Core Standard. Teacher will be reviewing curriculum alignment with Common Core as well as vertical and horizontal alignment

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned literacy instruction delivered by teacher leaders for each grade group.	ILT/ Teacher Teams	All	Team Leaders	Quarter 1	On-going		
Teachers will collaborate and coordinate across grade levels (one up one down) to align ELA Common Core Standards.	Professional Development	All	Teachers	Quarter 1	On-going		
Teachers and parents will catalogue and maintain a resource list of novels and non-fiction books aligned to Common Core Standards.	Instructional Materials	All	Teachers	Summer 2012	Summer 2013		
Primary teachers will use running records as well as standardized assessments to determine student reading levels.	Instruction	Other student group	Primary Teachers	Quarter 1	Quarter 4		
Professional development for implementing Common Core aligned math instruction delivered by teacher leaders for each grade group.	ILT/ Teacher Teams	All	Team Leaders	Quarter 1	Quarter 4		
Teachers will implement consistent math curriculum grades K-5.	Instruction	Other student group	Teachers	Quarter 1	On-going		
Teachers will collaborate and coordinate across grade levels (one up one down) to align Math Common Core Standards.	Professional Development	All	Teachers	Quarter 1	On-going		
Primary teachers will analyze Mclass math assessments in relation to CBM assessments to determine student strengths and weaknesses.	Professional Development	Other student group	Teachers & Administration	Quarter 2	Quarter 4		
Teachers and parents will catalogue and maintain resource list of math manipulatives throughout the building.	Instructional Materials	All	Teachers	Quarter 2	On-going		



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 will increase Fine Arts integration within all instructional areas utilizing real world applications.	Review of data since 2003 indicates that the introduction of an intergrated fine arts curriculum has produced consistently higher ISAT scores. In 2002 and for several years after that the school was awarded CAPE grants. The culminating activity of the grant was a year end History Fair that was expanded to every grade level. Students integrate research, writing, social studies, music and dance. Projects are graded using performance

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Middle school teachers will develop a unit of study through which students will identify their predominant learning styles.	Instruction	Other student group	Middle School Teachers	Summer 2012	On-going		
Teachers will investigate various visual and performing arts medium and select one form to integrate into the history fair.	Instruction	All	All Teachers	Quarter 1	On-going		
The music teacher and math teacher will collaborate on development of a unit which will expose students to the music/math connection using real world examples.	ILT/ Teacher Teams	Other student group	Music Teacher/Math Teachers	Quarter 3	On-going		
Teachers will establish a partnership with educators at the Art Institute of Chicago.	Parental Involvement	All	All Teachers	Summer 2012	On-going		
Continue to provide professional development through the Art Institute Classroom Connects program	Professional Development	All	Administration	On-going	Year 2		
Utilize "Picturing America" materials provided through a grant, Grade 1-5 students will receive art history instruction.	Professional Development	Other student group	Administration & Teachers	Summer 2012	On-going		



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
Edgebrook School will support college and career readiness by giving students the tools to become well organized, independent learners, and self-motivated individuals.	Data and team observations indicate an increase in discipline referrals. Observed social interactions led the staff to explore programs that will encourage student social emotional strengths. Teacher observation indicates a need for a consistent program of instruction which will support the development of executive functioning skills.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development will be provided for CHAMPS as a part of a whole school positive behavior support model.	Professional Development	All	ILT	Summer 2012	On-going		
Provide materials for the CHAMPS program.	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Provide Professional Development for "Playworks" recess program for all grade levels .	Professional Development	All	Consultants	Quarter 1	Quarter 1		
Provide materials for the Playworks program.	Instructional Materials	All	Administration	Quarter 1	Quarter 1		
Provide professional development to support Independent Functioning Skills.	Professional Development	All	Consultant/ILT	Summer 2012	Summer 2012		
Purchase and implement a Premier program to develop executive functioning skills in 6th, 7th, and 8th grade .	Instructional Materials	All	Administration	Summer 2012	Quarter 1		
Professional development will be provided for National Education Technology Standards (NETS).	Professional Development	All	ILT	On-going	Quarter 1		
Implement technology programs aligned with the NETS standards.	Professional Development	All	All Teachers	On-going	Quarter 3		
Provide teacher or ESP to support technology and computer lab.	Staffing	All	Administration	Quarter 1	On-going		
Purchase technology equipment .	Supplies	All	Administration/Parents	On-going	On-going		
School will contact high schools to begin articulation meetings.	Other	Not Applicable	Administration	Summer 2013	Summer 2013		



Strategic Priority 3

