James B Farnsworth Elementary School

O'Hare Elementary Network

5414 N Linder Ave Chicago, IL 60630

ISBE ID: 150162990252198

School ID: 609912

Oracle ID: 23161

Mission Statement

At Farnsworth, we believe in high expectations for all stakeholders. In our safe and nurturing environment, we are committed to providing an inclusive education with rigorous, differentiated instruction designed to engage all learners. We envision our students to be physically and emotionally healthy lifelong learners who are college and career ready.
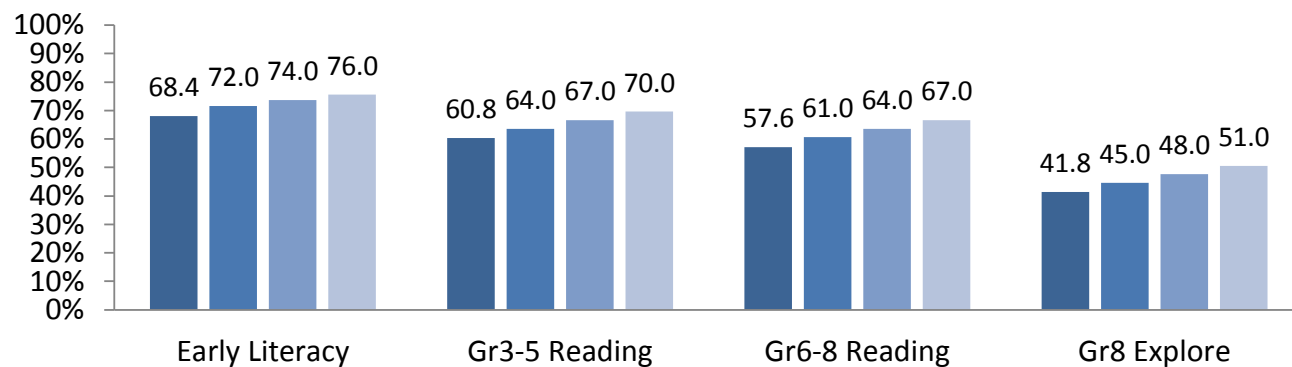
Strategic Priorities

1. Implementation and monitoring of ELA CCSS through the development of theme-based, Common Core aligned units of instruction and performance tasks that incorporate universal design principles and necessitate use of grade-appropriate complex texts.

2. Planning and implementation of Math CCSS through the development of common understanding of what students need to know and be able to do to show mastery of the Math CCSS.

3. Adoption of evidence-based physical and emotional health and wellness curriculum for all students.
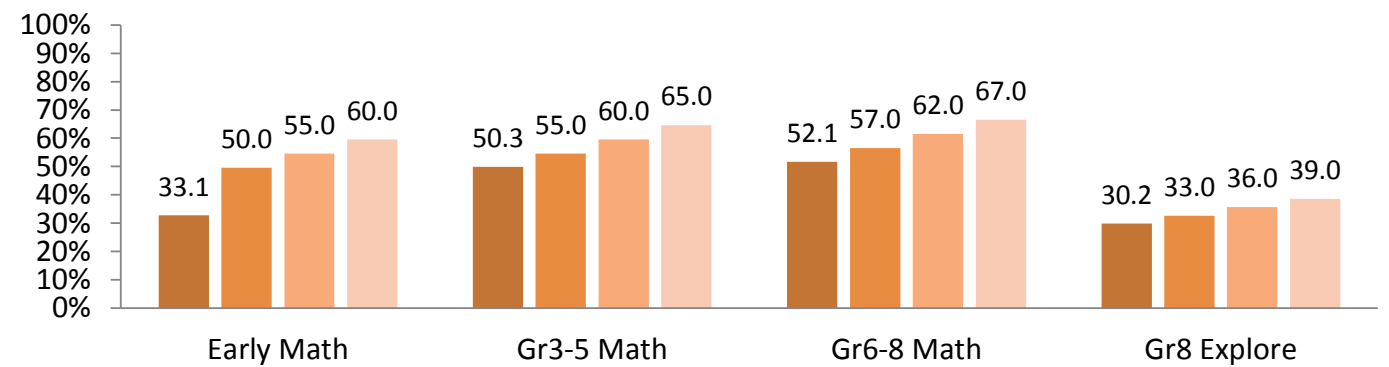
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	68.4	72.0	74.0	76.0
Gr3-5 Reading	60.8	64.0	67.0	70.0
Gr6-8 Reading	57.6	61.0	64.0	67.0
Gr8 Explore	41.8	45.0	48.0	51.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	33.1	50.0	55.0	60.0
Gr3-5 Math	50.3	55.0	60.0	65.0
Gr6-8 Math	52.1	57.0	62.0	67.0
Gr8 Explore	30.2	33.0	36.0	39.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

Overview

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

School Name

To get started, please select your school's name from the drop down list:	James B Farnsworth 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
Barbara Oken	Assistant Principal
Julie Walsh	Classroom Teacher
Mara Jost	Special Education Faculty
Vera Belousova	ELL Teacher
Pinki Desai	Classroom Teacher
Gayle Goldstein	Classroom Teacher
Reza Behrooz	Classroom Teacher
Tiffani Thomforde	Classroom Teacher
Melanie Moorhouse	Parent/ Guardian
Naomi Nakayama	Principal
Elizabeth Johnson	Classroom Teacher
Kathleen Danno	Special Education Faculty

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	68.4	72.0	74.0	76.0		**Early Math** % of students at Benchmark on mClass	33.1	50.0	55.0	60.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	60.8	64.0	67.0	70.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	50.3	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.7	65.0	67.0	69.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	55.0	60.0	65.0	70.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.6	61.0	64.0	67.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	52.1	57.0	62.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.4	63.0	65.0	67.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.2	63.0	66.0	69.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	41.8	45.0	48.0	51.0		**Explore - Math** % of students at college readiness benchmark	30.2	33.0	36.0	39.0

Elementary Goal Setting

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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	94.2	95.0	95.0	95.0		**Misconducts** Rate of Misconducts (any) per 100	1.7	1.7	1.7	1.7

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	79.9	82.0	84.0	86.0		**ISAT - Reading** % of students exceeding state standards	25.6	29.0	32.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.3	90.0	92.0	94.0		**ISAT - Mathematics** % of students exceeding state standards	30.7	35.0	39.0	43.0
ISAT - Science % of students meeting or exceeding state standards	76.3	78.0	80.0	82.0		**ISAT - Science** % of students exceeding state standards	22.6	28.0	33.0	38.0

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* -->			**2**
	• 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.	We strive to ensure college and career readiness for all students, and have made significant gains on our ISAT scores in the past 2 years. Our ISAT composite for 2010-2011 is 82.7% up from 2009-1010 which was 78.1% However, based on our current MAP data, we need to implement a more aggressive approach in the upcoming school years. After our winter benchmark exam only 48.7% of our students were on track to meet targeted growth in reading and 40.6% were on target in math.We have started the implementation of CCSS and are developing a training plan for our teachers.	
	Principal Leadership -->			**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Our school is currently in transition as we are hiring a new principal for the upcoming school year. However, our Assistant Principal, interim Principals as well as ILT have worked to put effective structures into place that will continue into the 2013-2014 school years.	

School Effectiveness Framework

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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 school. 95% of the teachers are involved in the success of the school through leadership in one or more of the areas listed to the left. Teachers are regularly asked for input in the planning and development of our school.	

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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	Our ILT is made up of a diverse group of staff members. We regularly work to plan and implement needed PD. However, we recognize the need for reflection and improvement of our own team practices, as well as a more involved approach to working to improve teaching and learning. We will be working over the summer months to strengthen our ILT through network professional development and a book study, "Understanding by Design".	
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.	Our data team as well as grade level teacher teams analyze data on a regular basis. This analysis is discussed and used to plan school-wide during PD days, and used to plan instruction by teachers.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	Right now, we are working to implement CCSS. Therefore our curriculum is a work in progress. Teachers have been working to find what parts of our current curriculum are applicable to CCSS and will be planning new curriculum over the summer months.	
	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).	All current curriculum is aligned to the Illinois State Standards and are supportive of SPED and ELL students. However, we will be updating our curriculum to reflect the CCSS in the 2012-2013 school year.	

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	-->		3
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Our MAP data is available to teachers within 24 hours of testing. Each grade level team uses multiple assessments to monitor student learning. All accommodations and modifications are in place for SPED and ELL students. However, with the implementation of CCSS, many of our assessments will need to be updated.	

School Effectiveness Framework

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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.	Each of our teachers clearly communicates objectives, directions and procedures to students. They also use a combination of low and high level student questioning. This has been observed during instructional rounds and peer observations. Due to the implementation of CCSS, much of our instruction is in flux.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• 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 school uses MAP data, ISAT data as well as classroom data to identify students in need of intervention. We have worked to implement an effective RTI system. All teachers have been trained and provided with the resources to identify students in need of intervention, implement effective and varied interventions, as well as progress monitor students. We recognize the need to more closely monitor this system at the teacher team and ILT level.	
Whole staff professional development	-->		**3**
• 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.	Our year-long focused plan for PD has beed in place. We have worked this year on training our staff on CCSS as well as planning for CCSS implementation. We recognize the need for a system to monitor the implementation of PD at the classroom level. This will be done through increased instructional rounds and peer observations.	

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		2
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet on a regular basis with grade level teams. We recognize the need for more structured meeting agendas, as well as increase in collaboration between all staff.	
	Instructional coaching	-->		2
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Our teacher coaching has been informal up to now. We are working on a coaching plan for the upcoming school year in which peer observations happen regularly, and the ILT takes an increased role in teacher feedback and coaching through instructional rounds.	

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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	Our plan for the implementation of CCSS is in place.	
	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.	Based on the students responses to the My School, My Voice survey 97 % of students report that they our school is a mutually respectful environment and each student has an adult advocate. In addition, 100% of SPED students are engaged in the school community in the LRE designated on their IEPs. Even our students whose LRE is self-contained collaborate with grade level peers with a classroom buddy program.	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	According to the My School, My Voice survey, 97% of students/parents feel our school is safe and welcoming. We consistently follow the Student Code of Conduct in regard to discipline matters and are currently investigating a Character Education/Positive Behavior Intervention program for the 2012-2013 school year.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**2**
	• 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.	We meet all criteria for a "typical" school. As we are in the process of hiring a new principal, the ILT plans to work with the new principal to develop a plan to disseminate this needed information.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers utilize notes, email, phone calls and conferences regularly to engage in ongoing two-way communication with parents. In the 2012-2013 school year we will implement a more structured way for teachers to log this communication.	
	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.	In the past two years, we have increased the amount of opportunities for families to become involved in our school. Two years ago, we had approximately 5 times a year that familes could come together for events at school (outside of conferences). This year, we have had monthly family nights (reading nights, game nights, fitness nights, etc.) as well as PTA sponsored events both in and out of school. We have also reinstituted organized sports and brought in a new program, Girls on the Run.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Our teachers are committed to supporting our students. Our counseling departmentsworks to ensure social/emotional needs are addressed and provides families with information and referrals to outside agencies.	
College & Career Exploration and election	--->		**3**
• 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.	Every year, we compile a list of all of the high school open houses for our students, and encourage attendance. Our school counselor also works closely with students on their high school options. This year, we also hosted a high school fair that all students and families in grades 5-8 could attend.	
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.	This year we implemented the Algebra program for our 8th grade students. We are transitioning to CCSS in the upcoming school-year. My School, My Voice survey indicates	
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.	This year we expanded our after school program to include all grade levels as well as expanded the range of activities. Activities included yoga, chess, musical theater, yearbook, and Spanish.	

Left margin (vertical text): **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
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Our students participated in the CCSS testing through CPS. Student results were used to evaluate current instruction to plan for needed changes.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	We host meetings for our incoming kindergarten familes as well as for our families transitioning into 1st grade. Kindergarten teachers screen students prior to the beginning of the school year and invite students in before the first day to introduce the students to the school, classroom and teacher. We also work closely with our 8th grade students on their high school options and take them to an "experience" day at Taft High School.	

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
	Use of Discretionary Resources	-->		3
DIMENSION 7: Resource Alignment	• 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.	School discretionary spending aligns with the school improvement planning and strategic priorities.	
	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.	Currently hiring is conducted after an vacancy is identified. We actively work to build a pool of candidate and our applicants have a prior connection to the school through student teaching or substitute teaching.	
	Use of Time	-->		3
	• 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.	Teachers are scheduled common planning time in order to support teacher collaboration. Some intervention time is built into teacher schedules on a weekly basis.	

Date Stamp November 22, 2012

CIWP

2012-2014 Continuous Improvement Work Plan

CHICAGO PUBLIC SCHOOLS | CPS

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

At Farnsworth, we believe in high expectations for all stakeholders. In our safe and nurturing environment, we are committed to providing an inclusive education with rigorous, differentiated instruction designed to engage all learners. We envision our students to be physically and emotionally healthy lifelong learners who are college and career ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Implementation and monitoring of ELA CCSS through the development of theme-based, Common Core aligned units of instruction and performance tasks that incorporate universal design principles and necessitate use of grade-appropriate complex texts.	We have a need to implement a rigorous literacy curriculum (CCSS) as we have approximately 62% of students in grades 3-8 and 68% of students in grades K-2 meeting growth targets in literacy.
2	Planning and implementation of Math CCSS through the development of common understanding of what students need to know and be able to do to show mastery of the Math CCSS.	We have a need to design and implement a rigorous math curriculum (CCSS) as we have approximately 57% of students in grades 3-5 and 33% of students in grades K-2 meeting growth targets in math.
3	Adoption of evidence-based physical and emotional health and wellness curriculum for all students.	We have a need for a school wide social emotional learning curriculum based on our increase in misconduct reports (targeted goal of 1.7% to 3.4% currently). In addition we would like to incorporate a school wide heath and wellness curriculum to become "Healthy School Gold" certified.
4	Optional	
5	Optional	

Date Stamp November 22, 2012

CIWP

2012-2014 Continuous Improvement Work Plan

James B Farnsworth Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Implementation and monitoring of ELA CCSS through the development of theme-based, Common Core aligned units of instruction and performance tasks that incorporate universal design principles and necessitate use of grade-appropriate complex texts.	We have a need to implement a rigorous literacy curriculum (CCSS) as we have approximately 62% of students in grades 3-8 and 68% of students in grades K-2 meeting growth targets in literacy.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit of existing texts and supplemental materials and invest in supplemental text	Instructional Materials	All	Staff	Summer 2012	On-going		
Evaluate use of appropriate complex text in classrooms and monitor during observations using the Framework for Teaching	Instructional Materials	All	Administration	Quarter 1	On-going		
Establish ELA lead teachers to collaborate with staff	Professional Development	All	Administration	Summer 2012	On-going		
ELA lead teachers will receive network training on developing CCSS aligned unit plans	Professional Development	All	Administration	Summer 2012	Quarter 1		
ELA lead teachers will develop and conduct PD on developing CCSS unit plans and performance tasks	Professional Development	All	ELA Leads	Summer 2012	On-going		
ELA lead teachers will develop and conduct PD on using data from performance assessment to drive subsequent planning	Professional Development	All	ELA Leads	Quarter 2	On-going		
Monitor ELA professional development	Professional Development	All	Administration	Summer 2012	On-going		
Develop school-wide scope and sequence for Common Core aligned literacy instruction.	Instruction	All	Staff	Summer 2012	Quarter 1		
Develop and implement CCSS based interdisciplinary grade level units incorporating purposeful writing across the curriculum	Instruction	All	Staff	Quarter 1	On-going		
ELA teachers instruct a CCSS aligned unit and collaborate with grade level peers during their common planning time to monitor and reflect on delivery of instruction and student performance in weekly core meetings	Instruction	All	Staff	Quarter 2	On-going		

Strategic Priority 1

ELA teachers continue to refine and reflect on the implementation of CCSS aligned units through peer observations and instructional rounds.	Instruction	All	Staff	Quarter 3	On-going		
After-school support and enrichment classes based on CCSS	After School/ Extended Day	All	Staff	Quarter 1	On-going		
Incorporation of grouping based on RIT scores in daily instruction	Instruction	All	Staff	Quarter 1	On-going		
Monitoring of literacy and writing instruction through quarterly instructional rounds	Instruction	All	Administration/ ILT	Quarter 2	On-going		
CCSS aligned performance tasks and assessments will be differentiated to meet the needs of students in all tiers	Instruction	All	Staff	Quarter 1	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
Planning and implementation of Math CCSS through the development of common understanding of what students need to know and be able to do to show mastery of the Math CCSS.	We have a need to design and implement a rigorous math curriculum (CCSS) as we have approximately 57% of students in grades 3-5 and 33% of students in grades K-2 meeting growth targets in math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish math teacher leaders who will attend network PD on the math bridge plan	Professional Development	All	Administration	Summer 2012	Summer 2012		
Professional Development for unpacking the Common Core math standards delivered by the ILT	Professional Development	All	ILT/Math teacher leads	Quarter 1	Quarter 2		
Math teacher leaders collaborate with grade level teams to understand instructional shifts and begin to build rigorous tasks aligned to the bridge plan	Professional Development	All	Math teacher leads	Quarter 2	Quarter 3		
Monitor math professional development	Professional Development	All	Administration	Quarter 1	On-going		
ILT and math teacher leads guide math teachers in designing CCSS aligned math unit plans and performance assessments	Professional Development	All	ILT/Math teacher leads	Quarter 3	On-going		
Conduct an audit of existing texts and supplemental materials; evaluate and choose CCSS aligned math curriculum for K-8; invest in supplemental materials	Instructional Materials	All	Staff	Quarter 1	On-going		
Develop school-wide scope and sequence for implementing Common Core aligned math instruction.	Instruction	All	Staff	Quarter 4	Summer 2013		
Develop and implement CCSS based grade level units and performance tasks and assessments	Instruction	All	Staff	Summer 2013	Year 2		
Math teachers instruct a CCSS aligned unit and collaborate with grade level peers during their common planning time to monitor and reflect on delivery of instruction and student performance in weekly core meetings	Instruction	All	Staff	Year 2	On-going		

Strategic Priority 2

Math teachers continue to refine and reflect on the implementation of CCSS aligned units through peer observations and instructional rounds.	Instruction	All	Staff	Year 2	On-going		
Incorporation of math centers at all grade levels to differentiate instruction for students in all tiers	Instruction	All	Staff	Year 2	On-going		
After-school support and enrichment classes based on CCSS	Instruction	All	Staff	Quarter 1	On-going		
Incorporation of grouping based on RIT scores in daily instruction	Instruction	All	Staff	Quarter 1	On-going		

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
Adoption of evidence-based physical and emotional health and wellness curriculum for all students.	We have a need for a school wide social emotional learning curriculum based on our increase in misconduct reports (targeted goal of 1.7% to 3.4% currently). In addition we would like to incorporate a school wide heath and wellness curriculum to become "Healthy School Gold" certified.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a Wellness Committee	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
Research and choose a research based SEL & physical wellness curriculum	Instructional Materials	All	Wellness Committee	Summer 2012	Summer 2012		
Professional development to implement curriculum	Professional Development	All	Administration	Quarter 1	Quarter 1		
Implement school-wide physical and emotional health and wellness curriculum	Instruction	All	Staff	Quarter 2	On-going		
Develop Peer Jury/Conflict Resolution Team	Other	Other student group	Administration/ Wellness Committee	Quarter 3	On-going		
Continue sports program and Girls on the Run	After School/ Extended Day	Other student group	Sports Committee	Quarter 1	On-going		
Wellness Committee holds parent training centered around SEL/Wellness curriculum	Parental Involvement	Not Applicable	Wellness Committee	Quarter 2	On-going		
Research community resources to inform/educate our stakeholders on health and wellness topics	Other	Not Applicable	Wellness Committee	Quarter 1	On-going		
Modify the physical education curriculum for all grades to include health and wellness topics	Instruction	All	Wellness Committee/PE Teacher	Summer 2012	Quarter 2		
Implement school-wide service learning including a yearly day of service in memory of Dr. Catherine Wells	Instruction	All	Wellness Committee	Quarter 1	On-going		
Continuation of Family Fitness Nights and school sponsored physical activities like Walk a Thon	After School/ Extended Day	All	Welness Committee	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan | | | | | | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan | | | | | | ## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps