CIWP

2012-2014 Continuous Improvement Work Plan

John Fiske Elementary School

Burnham Park Elementary Network

6145 S Ingleside Ave Chicago, IL 60637

ISBE ID: 150162990252204

School ID: 609919

Oracle ID: 23221

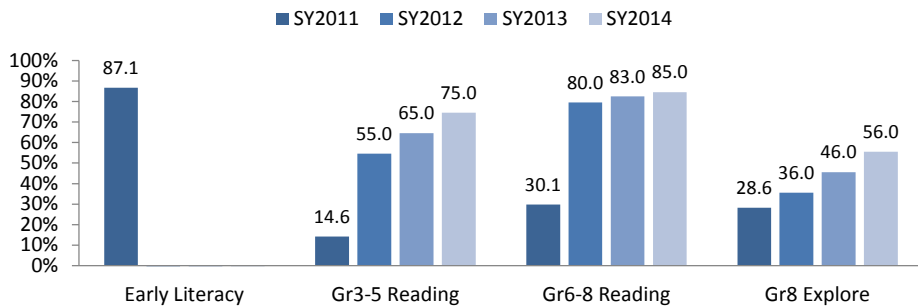CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The mission of the John Fiske Elementary School is to meet the diverse needs of all children by providing a rigorous, high quality, instructionally focused education that is technologically enhanced to positively impact student achievement.
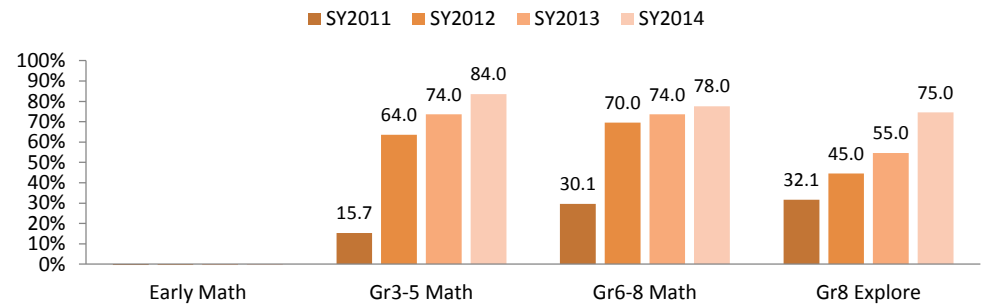
Strategic Priorities

1. Deliver all components of Balanced Literacy relative to Comprehension with greater emphasis on Guided Practices that are embedded in CCSS.

2. Connect the mathematical practices to mathematical content with the use of instructional strategic processes through teacher guidance and development.

3. Cultivate a positive social climate through focus upon cultural wellness and educational enrichment, which motivates students towards meaningful associations and relationships within the community.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: SY2011 87.1
- Gr3-5 Reading: SY2011 14.6, SY2012 55.0, SY2013 65.0, SY2014 75.0
- Gr6-8 Reading: SY2011 30.1, SY2012 80.0, SY2013 83.0, SY2014 85.0
- Gr8 Explore: SY2011 28.6, SY2012 36.0, SY2013 46.0, SY2014 56.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: (none)
- Gr3-5 Math: SY2011 15.7, SY2012 64.0, SY2013 74.0, SY2014 84.0
- Gr6-8 Math: SY2011 30.1, SY2012 70.0, SY2013 74.0, SY2014 78.0
- Gr8 Explore: SY2011 32.1, SY2012 45.0, SY2013 55.0, SY2014 75.0

Date Stamp November 22, 2012

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Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	John Fiske 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
Cynthia J. Miller	Principal
Dana M. Turner	Assistant Principal
Monica Stewart	Lead/ Resource Teacher
Marlene Simmons	Classroom Teacher
Jacquelyn Sticca	Classroom Teacher
Pamela Smith	Counselor/Case Manager
Debra Stong	Support Staff
Julie Burnette	Community Member
Reba Graham	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	87.1	NDA	NDA	NDA	**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.6	55.0	65.0	75.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.7	64.0	74.0	84.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.0	42.0	65.0	78.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.2	39.0	50.0	65.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.1	80.0	83.0	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	30.1	70.0	74.0	78.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.8	65.0	70.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	69.7	68.0	75.0	80.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	28.6	36.0	46.0	56.0	**Explore - Math** % of students at college readiness benchmark	32.1	45.0	55.0	75.0

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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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.9	94.0	96.0	97.0	**Misconducts** Rate of Misconducts (any) per 100	37.1	37.0	35.0	55.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.7	66.0	72.0	75.0		**ISAT - Reading** % of students exceeding state standards	4.0	5.0	7.0	9.0
ISAT - Mathematics % of students meeting or exceeding state standards	58.9	64.0	68.0	72.0		**ISAT - Mathematics** % of students exceeding state standards	4.0	5.0	7.0	9.0
ISAT - Science % of students meeting or exceeding state standards	54.2	59.0	64.0	69.0		**ISAT - Science** % of students exceeding state standards	2.1	2.0	4.0	6.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->	Implementation of School Theory of Action (Math, Reading, Science) Established set goals for BAS, NWEA and ISAT Saturday School POWERS (Enrichment program for at-risk students) Differentated Instruction	**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.		
	Principal Leadership	-->	Coffee Clutch (Weekly parent meeting) Partnership with WCPC Partnership with UofC Weekly Teacher Team meetings Monthly staff meeting Weekly notifications professional development opportunities	**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.		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	ILT Team Lead Teachers (Primary, Intermediate, and Upper) SIPPAA Colloborative Team Data Team Grade Level Teams Union Representative Grant Writing (IPAD Grant, Donor's Choose, First Book) Math Lead Teacher Reading Lead Teacher	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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	Reading Specialist Math Specialist Special Education Team Weekly Team Meetings Technology Team Partnership with WCPC Parent Advisory Conference Local School Council ILT spans all grade levels and includes SPED and counselor ILT leads schoolwide professional development	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	NWEA DATA BAS Assessment data STEP data In weekly team meetings above data is analyzed	

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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.	Collabrative planning in Team Meetings Align assessments with standards Students are exposed to grade appropriate text and instructionally appropriate text Teachers are focused on adding additional non-fiction books to their classroom libraries Short and long plans are created with SPED Team	
	Instructional materials	--->		**2**
	• 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).	VOICES - Reading Scholastic Leveled Text Sets Harcourt (K-8) - Math FOSS	

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	-->		**2**
• 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.	NWEA Assessment BAS Assessment STEP Assessment DATA Wall Student work includes accommodations and modifications Accomodations and modifications are given for assessments for SPED students	

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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.	Daily Lesson Planning Individual Student Learning Plans Higher Level Thinking Questioning Data Driven Planning/Instruction Small group	

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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.	Reading Inventory Fluency Snapshot Small group instruction Pull-out of non special education students Spelling Inventory Collabrative discussions with teacher /interventionist Interventions are closely monitored and modified	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	LRE Training NWEA Professional Development BAS Professional Development Commomn Core Professional Training	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*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.	Weekly grade level meetings Core subject collobative meetings Teams are compromised of gen ed and SPEd teachers SPED weekly meetings	
	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.	Teacher Learning Plans	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture* -->			
	• 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	EXPLORE Testing Algebra Socratic Seminar	
	Relationships -->			3
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Student/Teacher Relationships WCPC Behavior Modification Specialist - Ms. Holly Small Group Counseling SOS UofC Student Volunteers	
	Behavior& Safety -->			2

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Typical School	Effective School	Evidence	Evaluation
• 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.	WCPC- Behavior Modification Specialist Student Uniform Discipline Code Book Peer Group discussions	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**2**
DIMENSION 5: Family and Community Engagement	• 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.	WIKI Spaces Parent Website School Newsletter Classroom Weekly Newsletter Consistent and proactive approach to 8th grade students transitioning to high school	
	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.	WIKI Spaces Parent Website School Newsletter Classroom Weekly Newsletter Parent Volunteer organization consisiting visible in school	
	Bonding	--->		**2**

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	Coffee Clutch School Assemblies Parent Technology classes Teacher/Parent webpages Parent Volunteers	

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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.	Vision Outreach program Medical Van - School Examinations WCPC-Social Work Outreach Alpha Kappa Alpha Outreach Program Home Visits	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Career Dads Real Men Read Great Mentoring Program	
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.	Young Leaders and Readers Winning Words Lincoln Park Zoo Partnership CUIP Alpha Kappa Alpha Community Center Saturday Enrichment Common Planning Periods Collobrative teaching models with gen ed & SPED teachers	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Basketball PomPon Team Winning Words Adobe Youth Voices	

N 6: College and Career Readiness Supports

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	EXPLORE Algebra Project	
	College & Career Admissions and Affordability	-->		**1**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not Applicable	
	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.	7th and 8th Grade begin of year meeting Ribbon pinning assembly Kindergarten assembly Preschool Newsletter	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources* --->			**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Partnership with WCPC IPAD Grant Technology Magnet Cluster World Langugae Cluster CUIP	
	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.	Collabrative hiring process UofC Students Volunteer	
	Use of Time --->			**2**

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
• 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.	Partnership with WCPC IPAD Grant Technology Magnet Cluster World Langugae Cluster CUIP Weekly Team Meetings Intervention for struggling students	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The mission of the John Fiske Elementary School is to meet the diverse needs of all children by providing a rigorous, high quality, instructionally focused education that is technologically enhanced to positively impact student achievement.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Deliver all components of Balanced Literacy relative to Comprehension with greater emphasis on Guided Practices that are embedded in CCSS.	67% of K-8 students overall reading performance falls in the Lo/LoAvg range as measured by the 2011-2012 Winter NWEA/MAP Assessment. By providing Reading instruction relative to Comprehension with greater emphasis on Guided Practices we will ensure that all of our students' overall performance will increase.
2	Connect the mathematical practices to mathematical content with the use of instructional strategic processes through teacher guidance and development.	81% of 1-8 students in Goal Area of Numbers Sense & 70% of 1-8 students in Goal Area Algebra fall in the Lo/LoAvg range as measured by the 2011-2012 Winter NWEA/MAP Assessment. By creating a balanced combination of procedure and understanding with the use of strategic processes through teacher guidance and development we will ensure that all of our students' overall performance in math will increase.
3	Cultivate a positive social climate through focus upon cultural wellness and educational enrichment, which motivates students towards meaningful associations and relationships within the community.	Social maladies contribute to demished academic progress which greatly impact students' abilities to focus and attend to the core curriculum and college readiness. Addressing the social malities that students face will positively impact appropriate socialization and academic performance.
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
Deliver all components of Balanced Literacy relative to Comprehension with greater emphasis on Guided Practices that are embedded in CCSS.	67% of K-8 students overall reading performance falls in the Lo/LoAvg range as measured by the 2011-2012 Winter NWEA/MAP Assessment. By providing Reading instruction relative to Comprehension with greater emphasis on Guided Practices we will ensure that all of our students' overall performance will increase.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Beginning of the School Year (August) Professional Development Days lead by Instructional Leadership Team o Start the work on unpacking the CCSS (common language) o Balanced Literacy o Create Curriculum Map for the 2012-2013 school year o Principles of Guided Practice	Professional Development	Not Applicable	Instructional Leadership Team	Summer 2012	Quarter 1		
• Provide scope and sequence of K-2 word study program with on-going professional development.	Instruction	Not Applicable	Instructional Leadership Team	Quarter 1	On-going		
• Weekly teacher collaboration led by ILT: What we're teaching? How we are teaching it?	ILT/ Teacher Teams	Not Applicable	Instructional Leadership Team	Quarter 1	On-going		
• Conduct ongoing observations using the Fiske Protocol Checklist to provide teachers with instructional feedback for continuous improvement.	Other	Not Applicable	Administration	Quarter 1	On-going		
• Incorporate a school-wide Independent Reading structure for 30 minutes daily	Instruction	All	Teacher	Quarter 1	On-going		
• Literacy across the curriculum: o Utilize active literacy based strategies of evaluating clarifying summarizing and interpreting to assess and comprehend.	Instruction	Not Applicable	Instructional Leadership Team	Quarter 1	On-going		
• Utilize active literacy based strategies of evaluating clarifying summarizing and interpreting to assess and comprehend.	Instruction	Not Applicable	Instructional Leadership Team	Quarter 1	On-going		
• $500 Classroom Library Stipends per classroom o Nonfiction/Informational Text ($200), Resources ($200) and Fiction ($100)	Instructional Materials	All	Administration	Summer 2012	Quarter 1		
• Provide Professional Development by outside experts around the CCSS.	Professional Development	Not Applicable	Consultant	Summer 2012	Year 2		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Connect the mathematical practices to mathematical content with the use of instructional strategic processes through teacher guidance and development.	81% of 1-8 students in Goal Area of Numbers Sense & 70% of 1-8 students in Goal Area Algebra fall in the Lo/LoAvg range as measured by the 2011-2012 Winter NWEA/MAP Assessment. By creating a balanced combination of procedure and understanding with the use of strategic processes through teacher guidance and development we will ensure that all of our students' overall performance in math will increase.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Beginning of the School Year (August) Professional Development Days lead by Instructional Leadership Team o Create Curriculum Map for the 2012-2013 school year	Professional Development	Not Applicable	Instructional Leadership Team	Summer 2012	Quarter 1		
• Professional Development provided by the ILT around mathematical instructional shifts.	Professional Development	Not Applicable	Math Coach	Quarter 1	On-going		
• Provide high school Algebra I course for students in the 8th grade.	Instruction	All	Math Teacher	Quarter 1	On-going		
• Employ technology where it is appropriated and can enhance the learning process.	Instruction	All	Teachers	Quarter 1	On-going		
• Incorporate engaging hands-on materials into the learning environment for teacher guided, student collaborative learning.	Instructional Materials	All	Math Teacher	Quarter 1	On-going		
• Critical Thinking – raise vital questions to problem solve, communicate effectively and brainstorm and test solutions to complex problems. Utilize "Fiske Observation Protocol" to coach and guide critical thinking implementation.	Instruction	All	Math Teacher	Quarter 1	On-going		
• Design differentiated and enrichment online math lessons connected to instructional focus accessed through Fiske's website at www.fiskealgebralessons.weebly.com	Instruction	Not Applicable	Math Coach	Quarter 1	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
Cultivate a positive social climate through focus upon cultural wellness and educational enrichment, which motivates students towards meaningful associations and relationships within the community.	Social maladies contribute to demished academic progress which greatly impact students' abilities to focus and attend to the core curriculum and college readiness. Addressing the social malities that students face will positively impact appropriate socialization and academic performance.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to establish common language and develop cultural wellness and enrichment initiative curriculum.	Professional Development	Not Applicable	Consultant	Quarter 1	Quarter 4		
Administer emotional and mental wellness pretest to assess cultural awareness, self confidence, conflict resolution skills and self determination.	Instruction	All	Teachers	Quarter 1	Quarter 1		
Impliment SRP strategies and curriculum to students and provide resources to teachers.	Instruction	All	Teachers	Quarter 2	On-going		
Conduct progress monitoring and reciprocal feedback regarding student feedback.	Instruction	All	Teachers	Quarter 2	On-going		
Impliment SRP strategies and curriculum to students and parents and provide teacher recources.	Parental Involvement	All	Teachers	Quarter 2	Quarter 3		
Conduct quarterly assessment and data review.	Instruction	All	Teachers	Quarter 1	On-going		
Administer emotional and mental wellness posttest to assess cultural awareness, self confidence, conflict resolution skills and self determination.	Instruction	All	Teachers	Quarter 4	Quarter 4		
Program culmination, review outcomes.	Professional Development	Not Applicable	Teachers	Quarter 4	Summer 2013		

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