



2012-2014 Continuous Improvement Work Plan

Frederick Funston Elementary School

Fullerton Elementary Network
2010 N Central Park Chicago, IL 60647
ISBE ID: 150162990252211
School ID: 609930
Oracle ID: 23291



Mission Statement

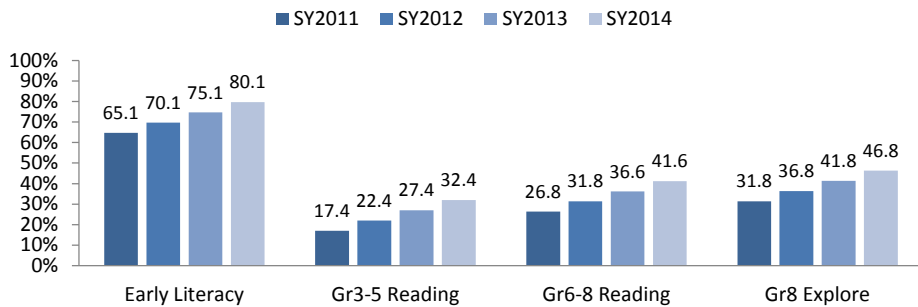
Our mission at Funston School is to prepare students to become critical thinkers, problem solvers, responsible citizens, and positive contributors to the school community, and the world. We embrace the belief that every student can learn and we are committed to professional growth in order to meet the student's social-emotional and academic needs. We strive to foster community partnerships, increase parental involvement, provide supportive resources, and implement engaging and comprehensive instructional programs that will result in the student's academic achievement now, in high school, and beyond.

Strategic Priorities

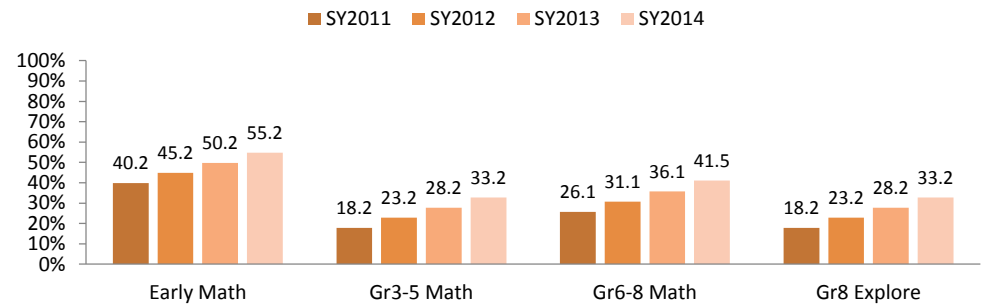
- 1. CORE INSTRUCTION/LITERACY: Provide all teachers coaching/mentoring, via Teacher Specialist/Coach and ILT members, and increase professional development activities in effective implementation of the CCSS structures and application of the CPS Literacy Content Framework and Unit designs that include performance assessments,
2. CORE INSTRUCTION/MATHEMATICS: Provide all teachers coaching/mentoring, via MATH Coach, and increase professional development activities in effective MATH strategies/rigorous math tasks, and CCSS alignment with EDM and the MATH Bridge Plan for Middle Grades. Provide Algebra instruction to accelerated students.
3. CLIMATE AND CULTURE: Continue building and strengthening a student-centered environment whereas all staff members reinforce a consistent school-wide set of high expectations of college-going culture in Prek-8th grade and every student aspires to go to college. Increase student opportunities to lead and voice ideas. Additionally, we
4. FAMILY AND COMMUNITY ENGAGEMENT: Through voice and actions, will establish and support a welcoming environment for parents. Increase school efforts to effectively communicate (keeping an open line of communication) with parents and community members. Increase parental involvement to via multiple school-wide activities that
5. NONE

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Frederick Funston 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
Maria Garcia	Support Staff
Kimberly Liptak	Support Staff
Raquel Valenzuela	Classroom Teacher
Nicole Sullivan	Classroom Teacher
Alejandra Ferrer-Dailey	Special Education Faculty
Cynthia Cristobal	ELL Teacher
Christina Torres	LSC Member
Emilva Agosto-Carrion	Community Member
Beverly Johnson	Assistant Principal
Nilma Osiecki	Principal

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	65.1	70.1	75.1	80.1		Early Math % of students at Benchmark on mClass	40.2	45.2	50.2	55.2
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.4	22.4	27.4	32.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	18.2	23.2	28.2	33.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	32.6	37.6	42.6	47.6		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	48.3	53.3	58.3	63.3
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.8	31.8	36.6	41.6		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	26.1	31.1	36.1	41.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.8	46.8	51.8	56.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	46.4	51.4	56.4	61.4
8th Grade										
Explore - Reading % of students at college readiness benchmark	31.8	36.8	41.8	46.8		Explore - Math % of students at college readiness benchmark	18.2	23.2	28.2	33.2

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.7	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	16.8	13.8	10.8	7.8

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	55.8	60.8	65.0	70.0		ISAT - Reading % of students exceeding state standards	5.8	8.0	13.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	72.2	77.0	82.0	87.0		ISAT - Mathematics % of students exceeding state standards	12.2	17.0	20.0	25.0
ISAT - Science % of students meeting or exceeding state standards	69.2	74.0	79.0	84.0		ISAT - Science % of students exceeding state standards	7.5	12.0	17.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Theory of Action priorities have been identified in the areas of Core Instruction, Professional Learning Community, Instructional Leadership, College and Career Readiness, and Family and Community Engagement, Key levers have been identified Literacy Framework with Whole Group and Guided Reading, lesson plan formats, CCSS Alignments, Daily Vocabulary instruction (Words Their Way), Daily Five, Professional Learning Cycles, peer observations, early on-going exposure to college and career for middle school students, a management system program (Executive Functions) , provide extracurricular opportunities, increase parental and community involvement (Data Nights, Open House, Clubs, After</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal conducts one on one teacher meetings to discuss growth, interests, and areas of needed supports. Regular grade level meetings are held with principal to review District/Network Initiatives, Common Core State Standards; Anchor Standards, Text and Writing Exemplars, Text Complexity, School Effectiveness Framework, Theory of Action, Internal NWEA and DIBELS/IDEL Data Progress Sheets, development theory behind data walls, Quarterly Student Work Samples and formative assessments review, Professional Readings on strategies and next steps, Transformational and Accelerated Students, Percentiles and Quartiles Reviews, At risk students, Student Goal Setting Worksheets, Grade level Curriculum Maps, Departmentalized discussions; Bilingual Language Acquisition and structures, SPED IEP review and development, Middle School Plans and structures, Guided ILT and professional learning walks and cycles of learning and development of non-negotiables, weekly bulletins with instructional and managerial tasks, support teacher interests: Science Fair, Fine Arts, Technology enhancements-</p>	
Teacher Leadership ----->			2	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - 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 	<p>About 10/36 teachers are members of multiple committees (ILT, PBIS, RTI, Bilingual, SIPAAA,) about 7/36 teachers are not members of any committees, some teachers email information received from PDs to staff for sharing purposes, some teachers are leading PDs and sharing best practices, some teachers write/receive grants. Although Funston school has a dedicated staff that spends an extraordinary amount of time at school, before/after school, For the most part, the same 12 teachers are invested and committed to the big picture or the overall school vision (not jut their own classrooms).</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT has begun to fully embrace their roles as leaders of the school and have become less dependant of the administration for problem solving and next steps. ILT leads PDs for whole staff, ILT has all grade/levels/clusters represented with various expertise and specific areas represented, 2-way communication engages all staff, NWEA, DIBLES, MClass, ISAT data is analyzed. ILT meets to discuss goals and next steps related to instructional frameworks, non-negotiables, flexible and tiered groupings via guided reading, Review School Effectiveness Framework, Review/participate in Theory of Action plans and next steps, identified Problem of Practice, develop Power Point and presented to staff, develop Professional Learning Cycles and Learning walks, develop CCSS/PARC and NWEA/MAP Grade level Alignment, Reviewed Lesson plan templates and made adjustments, supported grade level team members in modifying Network directed scope and sequence. Although there are 12 members of the ILT, there is an average of 6 members who attend meetings regularly of which 5 are consistent and present. More effort will be give to facilitating two-way communication and engage all staff.</p>	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Classroom Data Progress Sheets (NWEA and DIBELS/IDEL) are analyzed. Professional learning cycles assessments and student work samples are analyzed and instructional adjustments are made. Progress monitoring occurs regularly in primary whereas Benchmark, Strategic, and Intensive students progress is monitored on a weekly of biweekly basis. Analyze standardized assessment data as received after testing, analysis of data may lead to instructional practice in individual classrooms. (3-8 scopes and sequences) (Fluid engagement, consistency, accountability) RTI Measures and</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Up until the third quarter, a curriculum map with CCSS designed by the ILT was being implemented with a strategy focus and time frames. These became the instructional learning cycles. Teacher collaborated on the formative assessment and the rubric to use. Common units of instruction are used mostly in primary grades and in tiered reading in 7th and 8th. 6th -8th Science scope & sequence, 6th-8th Social Studies scope & sequence, K-8 Literacy Framework that includes a mini-lesson with a focus/teaching point (whole group) and small group; dependent and independent practice, and writing curriculum, 4th Science scope & sequence, 6th-8th Math pacing guide (Math Thematics), K-5 Everyday Math pacing guide . Funston has a year long scope and sequence in the area of Language Arts only. We are on our way to navigating the scope and sequence as a school, involving each grade level. We have a curriculum map for reading only. We need to improve in the area of text usage and complexity, we need more materials in each grade band, our</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Have K-1 Spanish books/materials, Have materials for support, EDM for K-5th and Math Thematics for 6th-8th, Houghton Mifflin Reading series for K-6th. Teachers materials vary (quantity, type, complexity, quality, etc). All bilingual teachers received some instructional materials to help support instruction in the classrooms (Words Their Way, games, charts, bilingual classroom resources-Mondo) a leveled bookroom has been updated and equipped with additional books including CCSS units.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>K-2 DIBLES/TRC/Mclass, Principal provides grade level teams with data during scheduled meetings, General Ed teachers pull and print student IEPs to include accommodations and modifications. Common grade level assessments are in development, as we are incorporating scope and sequence. We have NWEA, Dibbles, DRA as our comprehensive set of assessments. Our assessment methods are in development, as we are aware of what needs to be our next steps, however we are not there yet! Assessment accommodations are based on individual student IEP's. Lesson plans require assessment, accommodations, and modification information. Data conversations with parents during report card pick up.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers are asking questions to the students throughout the grade levels, however rigor can continue to improve. We, as a school need to enforce and develop more rigorous questions, objectives, and performance tasks, The teachers try their best to scaffold instruction (especially evident in guided reading, small groups, etc.) We administer weekly, formative assessments to assess each child for skill mastery and understanding of student learning. identify standard interventions for monitoring student progress. Interventions and additional supports consist of in-class small group instruction. This support is not consistent. The ILT currently does not look into interventions. Writing objectives on the board, Think & thin questions, Bloom’s Taxonomy , Guided learning groups, Compass learning, Leveled readers, Leveled libraries</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Interventions and additional supports consist of in-class small group instruction. This support is not consistent. The ILT currently does not look into interventions. There continues to be misconception with regards to who/ what interventions relate to. Funston needs to identify standard interventions for monitoring student progress. School-wide fluency snapshot have recently been implemented. Created a testing-centered environment in the computer lab that allows students to focus on their own computers/tests with no disruptions by adding walls between computers</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is occurring, however topics are inconsistent. As a school we need a scope and sequence for the entire school year for appropriate professional development. We need a curriculum coordinator who would be responsible for monitoring this. Professional development (we have it) occurs: Professional Development Days, weekly staff meetings, grade level (continually, but definitely needs more structure!) Teachers lead PD-WTW, Daily Five, and I Say, They Say, Fluency, Progress Monitoring Running Record.</p>	
	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or "expert", as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Funston has 4/5 elements of the typical school. We do have an ILT that meets regularly. We need Special Education, Bilingual, etc. must start to be an integral part of the weekly grade level team/collaboration meetings. Additional time needs to be built for teacher planning. We need concrete and consistent protocols.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instructional coaching</i> ----->			2
<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Funston School does not have individuals defined as coaches in our building. Coaching does not occur regularly. Our next steps include hiring a coach or mentor. We need this to meet the criteria of an effective school. We must hire a coach/ curriculum coordinator. If we have this coach we can have the 4-6 week cycles (reading, etc.) and focus on using an effective cycle. This individual could create schedules, opportunities for peer planning, observation and reflection.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> College fair, parent attendance, Informative bulletin boards, Middle school (Engineer visits and other) 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	PBIS Launch 2011-2012, Bilingual Committee, Parent Night, Extra Curr. Activities for all students, Students with disabilities are included in general population academically/socially, Special Olympics, Dia del Niño, Bilingual classrooms, Spring Talent show, LSNA, CISC, NEIU, Partnership, Parent Driven Movie nights, Open house, Imagination theatre and other performances	
Behavior & Safety ----->			3	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Initiated PBIS, Check in/ check-out, School-wide Detention protocol and staff rotation, Improvement in security, Safety patrol, New security door operation for only staff members to enter, consistent use of metal detectors for regular and random bag searches.</p>	

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
NSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	School status report sent to parents in both languages. The end of the year progress report sent home to parents. Parents were given NWEA scores and a plan was developed with student, teacher, and parent input during conferences. Teachers provide clear information for families on what students are expected to achieve in a given grade level. Data night, open house, report cards, individual conferences with parents, phone calls, home visits, student agenda, and emails are ways that teachers provide this information.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teachers and other school staff engage in ongoing two-way using student agenda, phone calls, emails, daily direct contact, informal conversations between parent and teacher, teacher letter, monthly newsletter, Principal's Report at LSC Meetings, parent invited to observe in classroom.	
Bonding ----->			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
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school establishes a non-threatening, welcoming environment through the parent mentor program and community center that provides activities after school such as GED and ESL classes. Parents are invited to attend the Science Fair, Invention Night, Pajama Night, Sports (soccer, track, football), Special Olympics, and Field Day, Career Day, S.M.A.R.T (Jail Tour), Think Twice,</p>	

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
<p>Specialized support -----></p>			<p>2</p>
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>School staff conducts outreach to families in need of specialized support through social work services, special education services, bilingual services, nurse, counseling, speech, and psychologist.</p>	

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 6: College and Career Readiness Supports	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	8th grade math careers project - 1st Q, Career Day with guest speakers, Engineers came to speak to 8th grade math classes – 3rd Q, 6th grade students had to look up colleges to pick reading group names, Science Fair, Inventors Fair	
	Academic Planning ----->			1
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Art – encourages college coursework over the summer. Executive Functions, a system for effective planning, goal setting and time management is used in 6th-8th. 8th grade programs include; Think Twice; Consequences of Crime, S.M.A.R.T. (Jail Tour), Chicago Women's Health Center, Banking on our Future.	
	Enrichment & Extracurricular Engagement ----->			1
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	School Safety Patrol , Math Enrichment, Science Research Club,, Language and Expression, Interession and Saturday Prep Classes		
College & Career Assessments ----->			1	
<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> 8th grade Explore 		

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
College & Career Admissions and Affordability ----->			
<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	DNA	
Transitions ----->			1
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Teachers participate in grade level meeting (K/1) in primary grades, ISAT Pep Rally & Primary Parade, Discussions at home/letter home about benchmark standards, Meeting with parents of benchmark grades to explain criteria they must meet in order to be promoted	

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
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Discretionary funds support substitute buckets to allow teachers to participate in Network ILT trainings, Science Fair events, Bilingual Meetings, LRE & IEP development to support SWD, extended day buckets support reading and math clinics during intersession and Saturday Classes, Teacher training Sessions-WTW, admissions fees to NCTE on CCSS, and Language Aquisition, miscellaneous buckets to fund Police officers to support/enhace safety. 30 free programs were received this year to enhance student development via Communities in Schools Chicago, Chicago Cares painted our school, Additional funds are used to purchase instructional materials, textbooks, leveled libraries, bilingual books/materials, Learning A-Z, PBIS incentives, and others. Teachers write comprehensive grants (Donor Choose, Opperheimer). Parents coordinate Fundraising, Boy-Scout, Movie Nights.</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Student teachers and teachers seeking observation hours are regularly placed via NEIU and Roosevelt University. Interviews are conducted via a panel that includes parents, teachers, and administrators.</p>	
	Use of Time ----->			3

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Current schedules allows for common grade level team planning time, Supportss LRE and ARS for SWD, Co-teaching and Separate Class, minimum of 60 minutes in math instruction and a minimum of 100 minutes of literacy instruction in grades K-5th, common time for Do Nows, and Word Work, guided reading periods in K-5th.</p>	



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
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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

Our mission at Funston School is to prepare students to become critical thinkers, problem solvers, responsible citizens, and positive contributors to the school community, and the world. We embrace the belief that every student can learn and we are committed to professional growth in order to meet the student's social-emotional and academic needs. We strive to foster community partnerships, increase parental involvement, provide supportive resources, and implement engaging and comprehensive instructional programs that will result in the student's academic achievement now, in high school, and beyond.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<p>CORE INSTRUCTION/LITERACY: Provide all teachers coaching/mentoring, via Teacher Specialist/Coach and ILT members, and increase professional development activities in effective implementation of the CCSS structures and application of the CPS Literacy Content Framework and Unit designs that include performance assessments, monitoring student progress, and data analysis that drives instructional planning. This will result in the application of best practices and student mastery of READING skills that will lead to an 8-10 percentage points increase, every year, of students at Benchmark levels in 1-2 DIBELS/IDEL, 3rd-8th grade students at or above grade level on NWEA/READING, and 8th grade students at College Readiness Benchmark on the Explorer/READING.</p>	<p>professional development and coaching in the areas of differentiation, CCSS units, and instructional techniques. We need a consistent monitoring system that identifies teacher's strengths as well as instructional supports needed. In terms of academics, based on last springs READING data, 65% of students in 1-2nd, were at Benchmark levels based on DIBELS/IDEL; 17.4% of students scored at/above in grades 3rd-5th, and 26.8% of students as/above in grades 6th-8th. Only 31.8 % of 8th graders met the college readiness Benchmark. Additionally, based on MVMS, our school was rated "very week" under Ambitious Instruction (challenging and engaging instruction).</p>
2	<p>CORE INSTRUCTION/MATHEMATICS: Provide all teachers coaching/mentoring, via MATH Coach, and increase professional development activities in effective MATH strategies/rigorous math tasks, and CCSS alignment with EDM and the MATH Bridge Plan for Middle Grades. Provide Algebra instruction to accelerated students. Additionally, provide PD in progress monitoring and student achievement, formative assessments, and data analysis that drives instructional planning. This will result in the application of best practices and student MATH skills mastery and will lead to an 8-10 percentage point increase, every year, of students at Benchmark levels in 1-2 MClass, 3rd-8th grade students at or above grade level on NWEA/MATH, and 8th grade students at College Readiness Benchmark on the Explorer/MATH.</p>	<p>More focus needs to be given to MATH instruction with differentiation practices. Based on last springs MATH data, 40.2% of students in 1-2nd, were at Benchmark levels based on MClass; 18.2% of students scored at/above in grades 3rd-5th, and 26.1% of students as/above in grades 6th-8th. Only 18.2 % of 8th graders met the college readiness Benchmark. Additionally, based on MVMS, our school was rated "very week" under Ambitious Instruction (challenging and engaging instruction).</p>

3	<p>CLIMATE AND CULTURE: Continue building and strengthening a student-centered environment whereas all staff members reinforce a consistent school-wide set of high expectations of college-going culture in Prek-8th grade and every student aspires to go to college. Increase student opportunities to lead and voice ideas. Additionally, we will continue to enhance an environment where all students feel safe due to a tiered student discipline approach that builds on positive behaviors and every child connects to an adult whereas patterns of interactions are respectful, motivating, and inspiring, thus engaging and supporting the whole child. Increase student perception on safety to 75%. Additionally, we will enhance a teacher supportive culture where every teacher feels empowered, motivated and supported whereas increased levels of high teacher efficacy is evident. Continue efforts to increase both student and teacher attendance rates; Students to 96% and teachers to 97%</p>	<p>Implementation of the PBIS model for behavior intervention was first instituted in the fall of 2012 where Tier 1 behavioral interventions have been established building-wide. Next phase of implementation, Tier 2 & Tier 3 Interventions will be implemented in the FY 2012-2013. Our attendance rate for both students and teachers has been below district expectations: Students 94.7% and teachers, 95.5%. Additionally, based aon MSMV, our school was rated "very weak" under Supportive Environment (safe, demanding, and supportive), and received a score of 16 (range from 1 to 99) on Student Perception: Safety (school successful management of behaviors).</p>
4	<p>FAMILY AND COMMUNITY ENGAGEMENT: Through voice and actions, will establish and support a welcoming environment for parents. Increase school efforts to effectively communicate (keeping an open line of communication) with parents and community members. Increase parental involvement to via multiple school-wide activities that empowers, motivates, and engages families and community members. Increase parent perceptions in both engagement and environment to 75% Increase school efforts in providing outreach support systems to needy families.</p>	<p>Open House and Report Card pick up attendance has plateau in the last three years with an average parent participation and attendance rate of 94%. Additionally, based aon MSMV, our school received a score of 40 (range from 30-70) on Parent Perception: Engagement (feeling engaged) and a score of 47 (range 30-70) on Parent Perception: Environment (satisfied with school environment).</p>
5	NONE	NONE

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
CORE INSTRUCTION/LITERACY: Provide all teachers coaching/mentoring, via Teacher Specialist/Coach and ILT members, and increase professional development activities in effective implementation of the CCSS structures and application of the CPS Literacy Content Framework and Unit designs that include performance assessments, monitoring student progress, and data analysis that drives instructional planning. This will result in the application of	professional development and coaching in the areas of differentiation, CCSS units, and instructional techniques. We need a consistent monitoring system that identifies teacher's strengths as well as instructional supports needed. In terms of academics, based on last springs READING data, 65% of students in 1-2nd, were at Benchmark levels based on DIBELS/IDEL; 17.4% of students scored at/above in grades 3rd-5th, and 26.8% of

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Facilitate weekly grade level bands work sessions on curriculum maps, unit and lesson planning, and performance assessment that are aligned to CPS Literacy Content Framework	ILT/ Teacher Teams	Not Applicable	Teacher Specialist and ILT	Summer 2012	On-going		
Create Professional Learning Cycles with instructional rounds (every 4-6 weeks) that support PD structures and facilitate deep dives into CCSS content (complex text, academic vocabulary, building knowledge, content-rich non-fiction and informational text, and evidence from text)	ILT/ Teacher Teams	Not Applicable	Teacher Specialist and ILT	Quarter 1	On-going		
Display and analyze teacher created Data Walls with classroom and school wide data that track student's progress via NWEA and DIBELS/IDEL data, Fluency Snapshot Charts, and data progress sheet	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Monitor quality of lesson plans and instruction via weekly/regular check-ins with individual teachers and/or grade level bands to support problem solving and maintaining focus on rigor	Instruction	Not Applicable	Principal	Quarter 1	On-going		
Identify and analyze formative assessments and target instructional focus and supports that include rubrics/scoring	Instruction	Not Applicable	Teachers	Quarter 1	On-going		
Provide schedules for peer observation, modeling, coaching and teacher support on effective high quality instruction and best practices	Instruction	Not Applicable	Teacher Specialist and ILT	Quarter 1	On-going		
Introduce and scaffold teacher's understanding and application of the Universal Design for Learning	Instruction	Not Applicable	Teacher Specialist	Quarter 1	On-going		
Continue strengthening Funston Literacy Framework/blocks of whole group (mini-lessons), WTW, Guided Reading (flexible groups) and Daily 5 to support a balanced literacy framework	Instruction	All	Teachers	On-going	On-going		

Strategic Priority 1

Engage all students in regular/quarterly conferences of their individual data, progress, and goal setting for all literacy concepts/bands and provide interventions based on tranformational and accelerated student status	Instruction	All	Teachers	Quarter 1	On-going		
Maintain annual subscriptions/ fees that support and supplement literacy; Reading A-Z, RAZ Kids, Pebbles Go, Compass Learning, etc.	Instructional Materials	All	Principal	Quarter 1	On-going		
Purchase books on CD and listening centers for each classroom.	Instructional Materials	All	Principal	Summer 2012	On-going		
Purchase fiction and non-fiction novels for each grade level classroom libraries	Instructional Materials	Not Applicable	Principal	Summer 2012	On-going		
Purchase student agendas and Executive Functions Supplemental material to support effective student organizational practices, goal setting, note taking, and inspire a vision of High School Success and College and Carreer attainment	Instructional Materials	All	Principal	Summer 2012	On-going		
Provide funds to cover copiers and maintenance services that support reading instruction	Instructional Materials	Not Applicable	Principal	Quarter 1	Quarter 1		
Provide funds to open bucket positions (extended day/substitute) to support ILT trainings, Professional Development, Professional Learning Walks/rounds, and curriculum planning.	Instructional Materials	Not Applicable	Principal	Quarter 1	Quarter 1		
PD on incorporating reading strategies in all other content areas	Professional Development	Not Applicable	Teacher Specialist and ILT	Quarter 1	On-going		
Develop teacher book clubs (professional readings) that focus on instructional practices via NEIU New Teacher Pipeline Program	Professional Development	Not Applicable	NEIU Teacher Connector	Quarter 1	Quarter 1		
Enhance Funston's reading culture by incorporating a SSR period in the FDP, coordinating a school-wide reading campaing of 5000 books, increase classroom library to have 700 books, developing a schoolwide reading system (book logs, reports, charting number of books read	Other	All	Teacher Specialist and ILT	Quarter 1	On-going		
Incorporate regular and consistent Celebrations of Reading Success for students and staff (Number of books read, Students who show growth and those that meet/exceed their targets on NWEA & DIBELS/IDEL, Classrooms with the highest numbers of books read, etc.)	Other	All	Teacher Specialist and ILT	Quarter 1	On-going		
Conduct bi-weekly collaboration meetings between Gen. Ed and SpEd teachers to discuss reading progress of SWD	Other	Not Applicable	Teachers	Quarter 1	On-going		
Hire two additional teacher and a Teacher Specialist to allow for team-teaching so that a fluid system of mentoring, modeling, coaching, supporting, and peer observation in reading is evident.	Staffing	Not Applicable	Principal	Summer 2012	Summer 2013		



Strategic Priority 1

Conduct a Literacy Night, Data Night, and Reading Pajama Night	After School/Extended Day	All	Teachers	Quarter 3	Quarter 3		

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
CORE INSTRUCTION/MATHEMATICS: Provide all teachers coaching/mentoring, via MATH Coach, and increase professional development activities in effective MATH strategies/rigorous math tasks, and CCSS alignment with EDM and the MATH Bridge Plan for Middle Grades. Provide Algebra instruction to accelerated students. Additionally, provide PD in progress monitoring and student achievement, formative assessments, and data analysis that drives	More focus needs to be given to MATH instruction with differentiation practices. Based on last springs MATH data, 40.2% of students in 1-2nd, were at Benchmark levels based on MClass; 18.2% of students scored at/above in grades 3rd-5th, and 26.1% of students as/above in grades 6th-8th. Only 18.2 % of 8th graders met the college readiness Benchmark. Additionally, based on MVMS, our school was rated "very week" under

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a Math Committee	ILT/ Teacher Teams	Not Applicable	Math Coach and Teachers	Summer 2012	On-going	Completed	Primary Cluster-Ms. Aguilera; Intermediate Cluster-Ms. Hernandez, Middle School: Ms. Seedhouse & Ms. Styzek
Facilitate all math staff the understanding of the mathematics CCSS, content standards, planning rigorous math tasks, and Math Bridge plan components for grades 6-8	ILT/ Teacher Teams	Not Applicable	Math Coach and Teachers	Summer 2012	On-going		
Facilitate weekly/bi-weekly grade level team meetings that focus attention on reflection of math task rigor.	ILT/ Teacher Teams	Not Applicable	Math Coach and Teachers	Summer 2012	On-going		
Display and analyze teacher created Data Walls with classroom and school wide data that track student's progress via NWEA and MClass data, and data progress sheets	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Monitor quality of lesson plans and instruction via weekly/regular check-ins with individual teachers and/or grade level bands to support problem solving and maintaing focus on rigor and math tasks.	Instruction	Not Applicable	Math Coach & Principal	Quarter 1	On-going		
identify assessments and progress monitoring systems	Instruction	Not Applicable	Math Coach & Math Committee	On-going	On-going		
Begin differentiation and flexible grouping based on NWEA Math scores	Instruction	All	Teachers	On-going	On-going		
Provide an Algebra period 2-3 three times a week for accelerated students.	Instruction	Other student group	Math Coach	On-going	On-going		
Engage all students in regular/quarterly conferences of their individual data, progress, and goal setting for all math concepts/bands and provide regular interventions based on tranformational and accelerated student status	Instruction	All	Teachers	Quarter 1	On-going		
Conduct bi-weekly collaboration meetings between Gen. Ed and Sped to discuss Math progress of SWD	Instruction	Students With Disabilities	Gen Ed and Sped Teachers	On-going	On-going		



Strategic Priority 2

Provide schedules for peer observation, modeling, coaching and teacher support on effective high quality instruction and best practices	Instruction	Not Applicable	Teacher Specialist and ILT	Quarter 1	On-going		
Maintain annual subscriptions/ fees that support and Compass Learning-Math, etc.	Instructional Materials	All	Principal	Quarter 1	On-going		
Purchase additional instructional materials/manipulatives to support math instruction and differentiation	Instructional Materials	Not Applicable	Principal and BM	Quarter 1	Quarter 1		
Hire two additional teacher and a Teacher Specialist to allow for team-teaching so that a fluid system of mentoring, modeling, coaching, supporting, and peer observation in math is evident.	Staffing	Not Applicable	Principal	Summer 2012	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
CLIMATE AND CULTURE: Continue building and strengthening a student-centered environment whereas all staff members reinforce a consistent school-wide set of high expectations of college-going culture in Prek-8th grade and every student aspires to go to college. Increase student opportunities to lead and voice ideas. Additionally, we will continue to enhance an environment where all students feel safe due to a tiered student discipline approach that	Implementation of the PBIS model for behavior intervention was first instituted in the fall of 2012 where Tier 1 behavioral interventions have been established building-wide. Next phase of implementation, Tier 2 & Tier 3 Interventions will be implemented in the FY 2012-2013. Our attendance rate for both students and teachers has been below district expectations: Students 94.7% and teachers, 95.5%. Additionally, based on MSMV, our

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue after school detention protocols	After School/Extended Day	All	PBIS Committee	Quarter 1	On-going		
Start of the Year school-wide activity; classrooms selects a College/University and decorates their classroom door to show College Spirit	Other	All	All Teachers	Quarter 1	Quarter 1		
Continue strengthening PBIS Tier I intervention via consistent implementation of the structures already in place: Detention Protocols, Cool Tools, Incentives/tickets and Activities, etc	Other	All	All Teachers	Quarter 1	On-going		
Begin implementation of Tier 1 and Tier 3 interventions.	Other	All	PBIS Committee	On-going	On-going		
Continue celebrating student achievements: Student of the Month, Honor Roll and Raising Stars, Perfect Attendance, Students who met their NWEA and DIBELS/IDEL Targets, Box Tops, Celebrate classrooms	Other	All	All Teachers	On-going	On-going		
Follow up with supportive social systems for truant students and those at risk for poor attendance	Other	Other student group	Attendance Clerk and Admin.	On-going	On-going		
Create opportunities for student leadership roles-student council, LSNA/Community Center Student Representative, etc.	Other	All	Middle School Teachers	Quarter 1	On-going		
Continue providing student development activities to support socio-emotional learning via Communities in School Chicago, LSNA,	Other	All	Student Coordinator	Summer 2012	On-going		
Establish Spirit Week in addition to PBIS monthly incentives	Other	All	PBIS Committee	Quarter 1	On-going		
Purchase additional Security aide/personnel to support a safe environment for all	Staffing	Not Applicable	Principal	Summer 2012	Quarter 1		

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
FAMILY AND COMMUNITY ENGAGEMENT: Through voice and actions, will establish and support a welcoming environment for parents. Increase school efforts to effectively communicate (keeping an open line of communication) with parents and community members. Increase parental involvement to via multiple school-wide activities that empowers, motivates, and engages families and community members. Increase parent perceptions in	Open House and Report Card pick up attendance has plateau in the last three years with an average parent participation and attendance rate of 94%. Additionally, based on MSMV, our school received a score of 40 (range from 30-70) on Parent Perception: Engagement (feeling engaged) and a score of 47 (range 30-70) on Parent Perception: Environment (satisfied with school environment).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Engage parents in after school activities; Open House, Report Card Pick-Up, Pajama Night, Inventors Fair, Math & Science Nights, Data Nights.	Parental Involvement	Not Applicable	Parent Coordinator	Quarter 1			
Send Monthly Grade Level Newsletter, Principal's Report, and school calendar to the student's homes	Parental Involvement	Not Applicable	Teachers, Principal	Quarter 1			
Use the automated calling system to inform parents of upcoming events in addition to daily attendance	Parental Involvement	Not Applicable	Principal	On-going			
Every Grade Level K-5 will conduct a classroom play, performance, or reader's theater for parents	Parental Involvement	Not Applicable	Teachers	Quarter 1			
Prek will conduct two parent engagement activities during the year	Parental Involvement	Not Applicable	Teachers	Quarter 2			
Invite parents to attend PBIS Committee, ILT committee, Math committee, and monthly meetings	Parental Involvement	Not Applicable	Parent Coordinator	On-going			
Continue with the Parent Mentor Program, however, increase the number of new parents involved.	Parental Involvement	Not Applicable	Parent Coordinator	Quarter 1			
More outreach to disengaged parents via informal gatherings with the administrative team	Parental Involvement	Not Applicable	Parent Coordinator and Admin	Quarter 1			
Invite parents to LSC meetings to receive praises and recognition of their students of the months	Parental Involvement	Not Applicable	Principal	On-going			



Strategic Priority 4

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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
NONE	NONE

Action Plan

Monitoring

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