



2012-2014 Continuous Improvement Work Plan

Joshua D Kershaw Elementary School

Englewood-Gresham Elementary Network

6450 S Lowe Ave Chicago, IL 60621

ISBE ID: 150162990252294

School ID: 610019

Oracle ID: 23991



Mission Statement

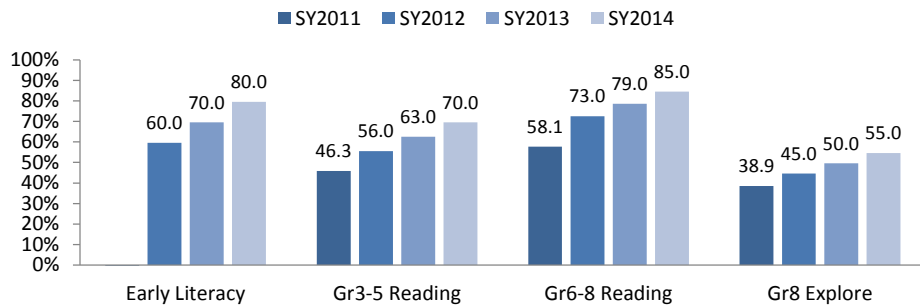
Our Mission is to incorporate a rigorous academic program, emphasizing inquiry-based instruction. We have structured a safe nurturing learning environment for our learning community that accepts and respects the diversity of all, while promoting academic excellence.

Strategic Priorities

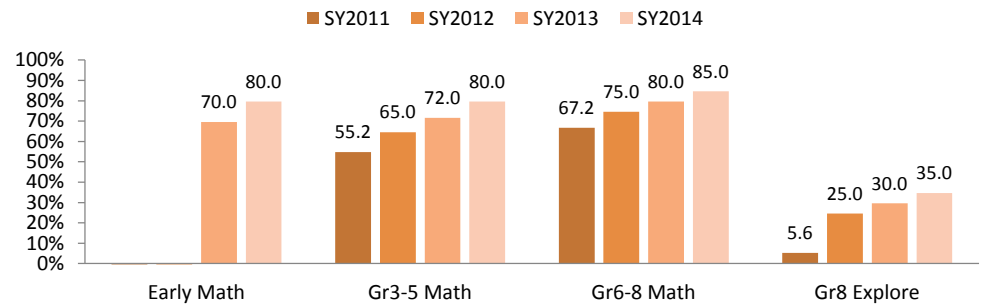
1. Common Core Instruction:
Teachers will integrate Common Core and IB Standards with small group instruction including strategic intervention and enrichment groups to extend differentiated
2. Climate and Culture: We will set school-wide expectations at the beginning of the school year. We will engage parents and community members to provide total aligning of behavioral and social-emotional strategies.
3. Attendance: We will decrease our current percentage of student absence and tardies. We will include all stakeholders in meeting this demand. Improve attendance in Pre-K grades.

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:	Joshua D Kershaw 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
Veronica Nash	Principal
Nicole Hampton	Special Education Faculty
Angela Mckinney	LSC Member
Karen Jones	Other
Pamela Smith	Assistant Principal
Jamillah Bradley	Classroom Teacher
Barbara Krantz	Classroom Teacher
Crystal Andrews	Classroom Teacher
Pamela Roberts	Classroom Teacher
Shantel Lyons	LSC Member
Gwen Butler	LSC Member
Yahaira Medina	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	NDA	60.0	70.0	80.0	Early Math % of students at Benchmark on mClass	NDA	Optional in 2012	70.0	80.0
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.3	56.0	63.0	70.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.2	65.0	72.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	71.6	75.0	80.0	85.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	71.6	75.0	80.0	85.0
6th - 8th Grade					Keeping Pace - Math % of students making growth targets on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.1	73.0	79.0	85.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	67.2	75.0	80.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	78.7	83.0	87.0	90.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	83.3	88.0	90.0	95.0
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	38.9	45.0	50.0	55.0	Explore - Math % of students at college readiness benchmark	5.6	25.0	30.0	35.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.8	96.0	96.2	97.0					
					Misconducts Rate of Misconducts (any) per 100	8.2	5.0	4.0	3.0

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	76.2	79.0	83.0	86.0		ISAT - Reading % of students exceeding state standards	16.2	20.0	24.0	28.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.4	86.0	88.0	90.0		ISAT - Mathematics % of students exceeding state standards	22.3	25.0	28.0	31.0
ISAT - Science % of students meeting or exceeding state standards	82.9	83.0	84.0	85.0		ISAT - Science % of students exceeding state standards	14.3	16.0	18.0	20.0

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>The school has established a theory of action to help address student performance needs to narrow achievement gaps , improve instruction and ensure academic success.</p> <p>The school conducts quarterly PM Sessions to analyze data as necessary to meet instructional goals.</p> <p>The school implements deep dives with teachers to monitor academic progress through data analysis. Observations will be centered on improving instructional deficiencies as evidenced by data (ie, class assessments,quick checks, quizzes, ISAT, etc.)</p>	
	Principal Leadership ----->			3
	<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 creates a professional learning system that evaluates teacher need and builds opportunities for professional growth in content knowledge and leadership capacities.</p> <p>Principal clarifies a clear vision for instructional best practice.</p> <p>Principal establishes and nurtures a culture of college and career readiness to support needs of students in understanding and reaching these goals. Administrators will monitor student work to ensure that the level of expectation demonstrates depth of knowledge consistent across grade level and content.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are invested in the successes of the school through leadership in the following areas:</p> <ul style="list-style-type: none"> ILT membership RTI team Family Liaison CIWP team Union representation Full School Day Team IB Grade Level Teams PBIS Coordinators and Team Mentor Teacher Data Team Extra-Curricular Lead Teacher <p>Teachers feel comfortable with having open dialogue with colleagues and administrators.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			3
<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>Monitoring and adjusting -----></p> <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. 			4
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<p>The school implements a monitoring and adjusting system through performance management sessions where each teacher presents his/her student data which focuses on student's strengths and weaknesses. During the PM sessions teachers present their classroom data and the school analyzes it as well as give suggestions for making improvements. The school as a whole compares our school data to that of other schools in the network area. Admin will review gradebook weekly to look for evidence of student's progression.</p>			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Grade level strands writes MYP units and PYP planners with a focus on the IB philosophy</p> <p>Common planning time is provided so teachers can meet to discuss, analyze student work, and plan for next steps.</p> <p>Curriculum maps are developed quarterly aligned with the IB scope and sequence, Illinois State Standards, standardized testing results and common core standards.</p> <p>Special Ed teachers collaborate with general education teachers to provide accommodations and modifications to meet the needs of all students.</p> <p>Common Core/IB curriculum will allow for students to develop strategies for their own learning and assessment across all content areas.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The instructional materials that the school uses to drive instruction are aligned to the state standards and support the special needs student.</p> <p>IB instructional materials are aligned so teachers can activate inquiry learning as we use hands on science and math materials to demonstrate concepts through experiences and generating student questions to extend instructional tracks.</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 ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>The use of school-wide data walls and individual data walls inside the classrooms are available. Lead 21 , Step/Bas, Mclass and Scantron are diagnostic assessments used to monitor student learning. Teacher created assessments including differentiated quizzes, homework, teacher observations and discussions. IB unit assessments and criteria for PYP and MYP subjects are also utilized. Common core constructed responses, school wide weekly extended responses, culminating projects from IB units, monthly writing samples are some assessment methods that are currently being used.</p> <p>Case management and resources teachers, have copies of accommodations and modifications to assess the needs of all learners.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<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>Expectation for learning, directions and procedures, and explanation of content are clear to students.</p> <p>Teacher questions are high-level and elicit a thoughtful response.</p> <p>Differentiated activities are embedded in weekly lessons that remediate and challenge students according to their needs.</p> <p>Correlate IL. Learning Standards, Common Core with IB Programme to create more rigorous tasks.</p> <p>Formative assessments are used in instruction to monitor progress of learning and to provide high quality feedback to students. Meet with teacher teams during grade level strands to analyze assessment data using Blooms taxonomy as a tool before and after assessments to identify cognitive levels of progression.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Students are given assessments at the beginning of the school year to assist teachers in determining how to accurately group students for instruction, and to address noticeable skill gaps. Teachers have created individualized action plans to support students who are in need of academic intervention in literacy and math. We will continue to provide our students with the following interventions:</p> <ul style="list-style-type: none"> Re-teaching Scaffolding of instruction One on one instruction Small group , whole group when needed Enrichment classes Push -in support from Special Ed resource teacher Software programs such as Kid's College, Rosetta Stone Scantron resources and other supplemental materials used by teacher teams and grade level teachers. 	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Teachers are encouraged to inquire about individual professional development needs.</p> <p>Both internal and external staff development occurs on a regular basis, with a focus that is aligned to school-wide priorities and goals. Teachers provide professional development sessions for staff to share gained knowledge from conferences, and external meetings.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers have collaborative planning time designated weekly to ensure lessons are developmentally appropriate. Subs are provided during the regular school day to allow teachers time to collaborate and plan for instruction. Grade level teachers have essential agreements developed for teacher meetings.</p> <p>The ILT Team has weekly meetings to discuss unit planning and school-wide goals. Members of the ILT team are monitoring the implementation of common core standards as they are aligned throughout the curriculum. The train the trainer model is being implemented to help create a team of community-based trainers who are capable of delivering the IB programme. These trainers are then equipped to train other community members.</p>	
	Instructional coaching ----->			3
	<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>We provide coaching for new teacher as well as our veteran teachers.</p> <p>Professional development decisions are both determined by the Area and administrative team, as well as by each teacher to support individual growth. Teachers have participated in internal learning walks to observe their peers, followed by a debriefing session to discuss trends and to make suggestions on how we as a school can provide high quality instruction.</p> <p>The Admin Team provides prompt feedback to teachers following formal and informal observations to assist them in improving their individual professional growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Staff members have high expectations, and encourage all students to aspire to be college and career ready.</p> <p>The school is developing a plan which will continue to build and maintain an atmosphere of a career and college-going culture.</p> <p>Student leadership opportunities have prevailed as a result of our school's Debate Team.</p> <p>Student decision making and sharing of ideas is encouraged in weekly student advisory meetings.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Our school culture reflects a genuine concern and commitment to effectively educate all of our students in an atmosphere of caring and respectfulness which is reciprocated between teachers, students, staff and families.</p> <p>Through our studies in the IB program students are taught to respect themselves, the school and community environments as well as other cultures in our society.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school is in the implementation stages of PBIS, which helps to improve student-teacher interactions as well as deter behavioral incidents. School-wide norms and expectations are modeled by teachers and staff.</p> <p>The Safety Team along with teacher volunteers, escort students to the bus stop at dismissal time.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Our principal communicates with our parents daily, as well as through written correspondence, informing them of school-wide expectations. Parents are encouraged to attend various meetings to share and learn more about their beneficial role in educating themselves in order to support their children's academic growth.</p> <p>Teachers have intimate discussions with students sharing their data and expected growth targets. Teachers meet formally with parents to discuss school-wide and classroom expectations along with data from assessments to make them aware of their child's academic achievement. Progress reports are sent home every 5 weeks to keep parents informed of their child's progress. Parents are expected to play an integral part in helping to develop student study habits</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers communicate with families on a regular basis to keep open dialogue of academic progress and concerns. Teachers are encouraged to contact parents to discuss individual student concerns as well as positive reporting of student successes. Parents are encouraged to share any information about their child that could help teachers meet individual student needs.</p>	
Bonding ----->			3	
	<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 has a welcoming atmosphere, families and the community have had several opportunities to engage in school-wide activities such as :</p> <ul style="list-style-type: none"> -School fairs -Assemblies -Holiday celebrations -Dance recitals/competitions -Debate competitions -Field trips 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<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>The school does provide services to students within our regular school day. Our students receive services from our Speech Language Therapist, who consults and collaborates with teachers and help to assess and complete IEP's for all students needing speech support. A therapist from CHA also works with our students to offer group and individual counseling sessions.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Students are exposed to information about career choices through weekly advisory meetings.</p> <p>Students have conducted research to learn more about career opportunities available after high school.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The embedding of Common Core standards into our curriculum and daily instruction is enabling our students to be better prepared for making decisions regarding their college and career paths.</p> <p>As an IB school our students are provided information to explore interest as well as enrollment into potential High Schools that offer the IB program.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	<p>We offer extracurricular activities to our students through our National Junior Honor Society, Junior Beta Club and Debate team.</p> <p>Students attend our enrichment program after-school.</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students take the EXPLORE assessment which makes projections for college readiness. The EXPLORE assessment program is designed to help eighth graders explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post-high school choices as well.</p>	
	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. 	N/A	
Transitions ----->			3	
	<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. 	<p>Our school counselor works along with classroom teachers to ensure students are transitioned from Pre -K to Kindergarten, as well as communicating with High Schools to assure students transition from 8th Grade to accepting High Schools.</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 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. 	As noted in our strategic priorities, funding will be necessary to promote the academic welfare of all students and to build a foundation for career and college readiness. Resources and materials designed to support our curriculum will be purchased to ensure that our achievement goals are being met through updated high-quality text and new technologies .	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Once there is a vacancy, we then post the position and follow through with the interview process. Prospective teachers are given a set of questions to determine their commitment to our school. Candidates are given an opportunity to inquire about our mission and vision. When hiring additional staff, our expectations are clearly stated and addressed during the hiring process. Candidates are given an opportunity to demonstrate a mini lesson.	
Use of Time ----->			4	
	<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. 	Our school schedule has been designed to allow for meaningful collaboration between grade level teams. The structure of schedule addresses both CPS and IB mandates. Teachers collaborate on a regular basis to address the curriculum and to set school-wide goals throughout the school year. Our Full School Day schedule for school year 2012-2013 was created to ensure that every student receives a quality education that prepares them to be college and career ready.	

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

Our Mission is to incorporate a rigorous academic program, emphasizing inquiry-based instruction. We have structured a safe nurturing learning environment for our learning community that accepts and respects the diversity of all, while promoting academic excellence.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Common Core Instruction: Teachers will integrate Common Core and IB Standards with small group instruction including strategic intervention and enrichment groups to extend differentiated classroom instruction.	50% of our students are identified as not reaching mandated scores on the Explore Assessment which determines college and career readiness. We understand that teacher knowledge and understanding of high quality instruction will increase teacher capacity and improve instruction. Inquiry based IB standards must be met in both the PYP and MYP programs. Due to the implementation of CCSS and the Full School Day Plan, it is imperative that we increase the total amount of technology in our school to differentiate instruction based upon individualized student plans. Integrating both intervention and enrichment elements will improve student learning outcomes in both Reading and Math.
2	Climate and Culture: We will set school-wide expectations at the beginning of the school year. We will engage parents and community members to provide total aligning of behavioral and social-emotional strategies.	Our Acts of Misconduct data shows that there has been an increase in level 1 and 2 violations. There is a need for family buy in to support the school and improve practices in behavior and classroom management practices. Programs in place, such as PBIS will improve student engagement and maximize instructional time for students.
3	Attendance: We will decrease our current percentage of student absence and tardies. We will include all stakeholders in meeting this demand. Improve attendance in Pre-K grades.	Based on our principal score card data our students are not meeting EGN and city wide requirements for attendance. By implementing our school-wide attendance plan our current rate of 94.6% will increase to 95% or better. We must continue monitoring daily attendance and providing incentives for students deemed truant to increase our percentages. Our Pre-K attendance is 82%, parent engagement will improve attendance. The fact that we do not offer busing for our students has contributed to our percentage of tardies.

4		
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
Common Core Instruction: Teachers will integrate Common Core and IB Standards with small group instruction including strategic intervention and enrichment groups to extend differentiated classroom instruction.	50% of our students are identified as not reaching mandated scores on the Explore Assessment which determines college and career readiness. We understand that teacher knowledge and understanding of high quality instruction will increase teacher capacity and improve instruction. Inquiry based IB standards must be met in both the PYP and MYP programs. Due to the implementation of CCSS and the Full School Day Plan, it is

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The ILT and IB coordinator will implement teacher development of vertically and horizontally aligned grade level curriculum maps, unit plans, lesson plans and assessments aligned to common core and IB standards.	Professional Development	All	ILT /IB Coord.	Summer 2012	On-going	On-Track	
Admin team and ILT teams will audit, review and purchase instructional materials to support common core standards.	Instructional Materials	All	Admin/ILT	Summer 2012	Summer 2012	On-Track	
Improve student learning with differentiated instruction, intervention and enrichment groups and expanded integration of technology.	Equipment/ Technology	All	Admin	Quarter 1	Quarter 4	On-Track	
IL T and Admin will conduct on-going formal and informal observations utilizing the Teacher Effectiveness Framework to provide support and feedback for teacher development.	Instruction	All	ILT /Admin	Quarter 1	On-going	On-Track	
Teachers will engage in quarterly data cycle conferences and re-teaching with a focus on student outcome data.	Instruction	All	All Teachers	Quarter 1	On-going	On-Track	
The school will provide teachers and staff adequate PYP and MYP IB training to further develop the program. The IB coordinator will develop a long term agenda so that the meetings with teachers focus on specific PYP and MYP curriculum topics.	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going	On-Track	



Strategic Priority 2



Strategic Priority 3							

