



2012-2014 Continuous Improvement Work Plan

Northwest Middle School

Fullerton Elementary Network
5252 W Palmer St Chicago, IL 60639
ISBE ID: 150162990252915
School ID: 610051
Oracle ID: 41121



Mission Statement

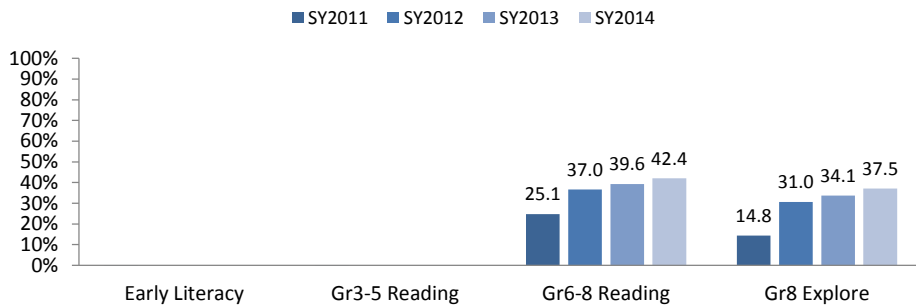
Northwest Middle School, through collaboration between staff, parents and community members, will provide a safe and positive learning environment. We will provide a challenging and authentic learning experience that is tailored to each child's individual needs and promotes academic, social and emotional growth. We will equip students with the skills and knowledge necessary to pursue future pathways that will prepare all students to be college and career ready.

Strategic Priorities

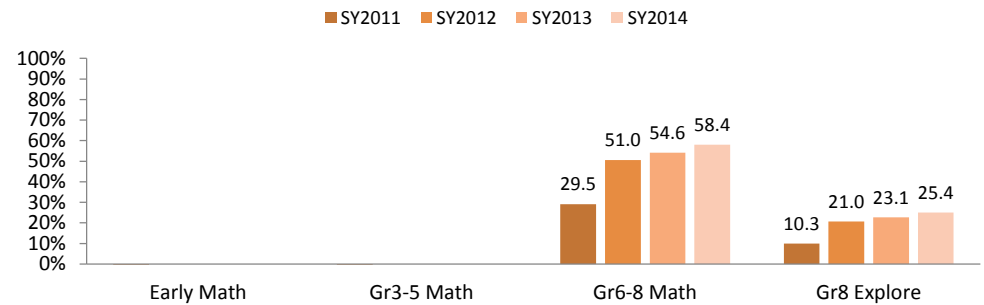
- 1. Provide reading and mathematics intervention focusing on students identified by the Fall universal screeners.
2. Increase the quality and rigor of instruction towards CCSS across all content areas and grade levels, with growth measured through teacher created assessment.
3. We will establish a school-wide culture and climate that will equip students with skills and knowledge necessary to pursue high school, college and career options.

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](http://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:	Northwest Middle 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
Marilyn Strojny	Principal
Stephen Caropreso	Assistant Principal
Lindsay Ryan	Lead/ Resource Teacher
Gina Gomezdelacasa	Lead/ Resource Teacher
Michael Bildires	ELL Teacher
Eunice Kim	Classroom Teacher
Julie Trejo	Classroom Teacher
Folasade Adekunle	Classroom Teacher
Diana Ruiz	Support Staff
Josefina Silva	LSC Member
Julio Cintron	Parent/ Guardian

## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA					<b>Early Math</b> % of students at Benchmark on mClass	NDA			
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA			
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA			
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.1	37.0	39.6	42.4		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	29.5	51.0	54.6	58.4
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	41.1	71.0	76.0	81.3		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	41.4	83.0	85.9	88.9
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	14.8	31.0	34.1	37.5		<b>Explore - Math</b> % of students at college readiness benchmark	10.3	21.0	23.1	25.4

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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.4	95.0	96.0	96.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	2.2	2.1	2.0	1.9

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	64.4	70.8	75.8	81.1		<b>ISAT - Reading</b> % of students exceeding state standards	5.9	8.0	11.0	15.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	69.3	74.2	79.4	84.9		<b>ISAT - Mathematics</b> % of students exceeding state standards	11.3	15.0	18.0	22.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	66.5	71.2	76.2	81.5		<b>ISAT - Science</b> % of students exceeding state standards	7.9	11.0	14.0	18.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>After intensive PD on read alouds across all curricula, 79% of classrooms observed during the ILT walk through illustrated effective implementation of read alouds in multiple content areas.</li> <li>Read alouds are evident in lesson plans and classroom observations.</li> </ul> <p>* The theory of action is specific to reading comprehension and the usage of read alouds in all content areas.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>		

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers are given the opportunity to participate, at present representation is done by the same small group of teachers, in a leadership capacity in the following areas: ILT, Grade/Course Team lead, Curriculum team, Coach, Data team, CIWP team, Union representative, Grant writer, Extra-Curricular team, Literacy team, Technology team, Discipline team, Assembly Committee.</li> <li>* ILT members present professional development throughout the year including providing video tapes of their read aloud lessons and leading professional development on unit plans.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>ILT consists of teachers that represent each grade level, content area and subject. *</li> <li>ILT actively sets academic goals and monitors progress through classroom observations and by providing PD. *</li> <li>ILT has implemented 1 teaming cycle focused on read-alouds across content areas.</li> </ul>	
<b>Monitoring and adjusting</b>			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>ILT currently analyzes data from Scantron frequently. *</li> <li>Math and Literacy leaders analyze Scantron data and meet with teachers to discuss student performance and growth. * Student Lexile performance was charted by teams during professional development meetings in September and January under the guidance of the literacy lead teacher. *</li> <li>Reading teachers use Scantron and BAS data to form reading groups and guide instruction on an on-going basis.</li> </ul>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Common grade level mapping is evident in math and science.</li> <li>Teacher sets pace in reading and social studies based on skills, instructional materials and student assessments including Scantron and BAS.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>Math, science and social studies have text books with supplemental materials. The math curriculum is based on the Connected Math program. The science uses Glencoe program with various supplementary materials.</li> <li>Reading teachers have access to reading materials in a F&amp;P leveled book room for guided reading. This book room includes level A-Z. All reading teachers also have access to readinga-z.com as a source for leveled readings. Each reading classroom has an extensive classroom library.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>* Scantron results are available to all teachers and are used to inform instruction. Reading teachers use the Scantron lexiles to create the fluid leveled reading groups in the reading classes. Math teachers use the targeted strands to group students for each unit.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>* Based on administrative team walk through, 60% of teachers post or articulate daily objectives in each subject area.</li> <li>* Teachers use low and high-level questioning during instruction based principal and assistant principal observations.</li> <li>* Scaffolding with differentiation is emerging in instruction to incorporate students at all levels, based on data from teachers' lesson plans.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Intervention</b> -----&gt;</p>			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Using classroom observations and testing data, teachers make recommendation to RTI team for struggling students.</li> <li>Teachers gather evidence of classroom based intervention and monitor student's response. The reading specialist maintains folders with this evidence and presents them at biweekly RTI meetings.</li> <li>Small group interventions are provided for 40 minutes twice a week by the reading specialist.</li> <li>Currently, teachers are not represented on the RTI team. The reading specialist, case manager, social worker, and psychologist meet biweekly to discuss RTI students and their progress.</li> <li>The ILT does not monitor or have input related to RTI and interventions.</li> </ul>	

<b>Professional Learning</b>	<p><b>Whole staff professional development</b> -----&gt;</p>			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>PD is aligned with the school's academic priorities, especially use of read alouds as part of the focus from the theory of action.</li> <li>Effectiveness is monitored through ILT walk throughs to measure the implementation and success of concepts from professional development.</li> </ul>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers meet weekly in varying team formations on a rotating basis. Subject teams meet to discuss horizontal alignment, grade level subject teams plan common assessments and curriculum, and teams meet to discuss modifications and interventions for failing students.</li> <li>Once a week during the teachers' prep periods, teams meet to discuss students and interventions, cross curricular plans, and subject specific needs. Once a month ILT members lead these meetings with their teams and share information and strategies from the ILT.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>There is a formal practice of peer observatin once a month during teachers' prep times. This includes a reflection form submitted to the lead literacy and math teachers and shared with the observed teacher.</li> <li>The math and literacy lead teachers observe teachers and provide support in planning.</li> <li>Newer teachers receive more support from the lead teachers. * While they have in the past, the lead teachers are not currently providing modeling in the classrooms.</li> </ul>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>Currently, only eighth grade students participate in a high school fair. Also, the annual Career Day fair has not been held for the last two school years.</li> <li>* Northwest Middle School needs to incorporate both high school and college projects and fairs, in the fall and in the spring, across grade levels to ensure student exposure as we work to create an environment of high expectations for college and career readiness.</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>All special education students interact with peers in an inclusive setting 100% of the school day.</li> <li>* Teachers work to integrate home language and culture into class curriculum.</li> <li>* Teachers consider cultural connections when selecting class materials and also work to use Spanish cognates in vocabulary instruction.</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>* Northwest Middle School adheres to the district mandated Uniform Discipline Code.            Students who comply with school rules during the school year are able to attend school dance, field trips, and (8th grade only) the 8th grade luncheon.</p>	<p>*</p>

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		Typical School	Effective School	Evidence	Evaluation
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>Since its opening in 1999, Northwest Middle School has hosted an Open House for families but does not share curricular expectations for student learning outcomes. The 6th grade teacher teams hosted a "Welcome to 6th Grade" during the summer of 2011 for incoming students and parents. Northwest Middle has a parent/community representative who meets with student families and community members who intervenes on school related and community related matters.</li> </ul>		
	<b>Ongoing communication</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly school calendars go home and next Northwest Middle School will send home a quarterly newsletter.</li> <li>Northwest Middle School purchased a scrolling sign outside to provide information to families on school events.</li> <li>Teachers have on-going communication with parents through notes in the agenda book, phone calls homes and notes through parent portal or e-mail. Teachers are also available 4 days a week</li> </ul>		
<b>Bonding</b> ----->				<b>3</b>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>* Northwest Middle School welcomes families to participate in school activities and events such as Poetry Slam, book fairs, chaperoning field trips and school dances, Safety Patrol, Science Night, Literacy Night, BAC/NCLB (parent groups), and shadowing of students.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>The school social worker provides families with information about social service agencies when necessary.</li> <li>School staff has conducted home visits.</li> <li>Adult ESL classes and Parent Math Workshops are held for families monthly.</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Currently, we have minimal exposure in the area of college and career readiness. During the 2012-13 school year Northwest Middle School will display college flags throughout the school's hallways.</li> <li>The school counselor will organize College and Career Fairs that will introduce a range of college and career opportunities to</li> </ul>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>All students will be exposed to different enrichment options that can be aligned to career choices throughout the school year.</li> <li>Algebra will continue to be offered to 8th grade students, and other advanced courses including 7th grade Pre-Algebra will be explored.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Activities are provided for both females and males, bilingual students, and special education students. Activities include after school reading and math, sports, Yearbook Club, Chess Club, band, and Art Club.</li> <li>* During the school day,</li> </ul>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>* Explore test provides 8th grade students with a career inventory.</li> <li>* Common Core State Standards will be implemented.</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>* Currently, we have minimal exposure in the area of college and career readiness. We will invite former NWM graduates currently in college or graduated from college, to come speak to students about college and financial aid.</li> </ul>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>* Families are invited to attend the start of school Kick Off Open House for 6th-8th grades each September.</li> <li>* We host a High School Night for 7th grade students.</li> <li>* We welcome our feeder schools' 5th grade classes to our school each June.</li> <li>* 6th grade NWM teachers shadow 5th grade teachers from our feeder schools, Lloyd and Schubert.</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>* NWM School allocotes discretionary spending to align with identified needs and strategic priorities.</li> <li>* We have aligned with Weber High School Alumni</li> <li>* School actively identifies and pursues opportunities for outside funding and community partnerships, with Target, to help meet student and staff needs.</li> </ul>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>* A multi-step interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>* Team members are included in interview processes.</li> <li>* Teams are created based on teachers' endorsements and areas of expertise. They are also grouped into diverse teams to best meet all students' needs.</li> </ul>	
	<b>Use of Time</b> ----->			<b>3</b>

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>*The schedule allows for a 120 minute literacy block to include the key aspects of best reading instruction with a read aloud and guided reading it also integrates reading and writing.</p> <p>*Math and Science each receive a 60 minute period to allow for labs and longer investigations.</p> <p>share a daily common prep period with their teams to allow for regular collaboration. Once a week this planning is structured and lead by the lead teachers.</p> <p>receive intervention during their exploratory periods twice a week so</p>	<p>* Teachers</p> <p>* Struggling students</p>

## 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

Northwest Middle School, through collaboration between staff, parents and community members, will provide a safe and positive learning environment. We will provide a challenging and authentic learning experience that is tailored to each child's individual needs and promotes academic, social and emotional growth. We will equip students with the skills and knowledge necessary to pursue future pathways that will prepare all students to be college and career ready.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide reading and mathematics intervention focusing on students identified by the Fall universal screeners.	25% of students, across grade levels, are performing at grade level in reading and 29% of students in mathematics benchmark assessments. By creating individualized interventions for all students we will ensure improvements in reading and math.
2	Increase the quality and rigor of instruction towards CCSS across all content areas and grade levels, with growth measured through teacher created assessment.	The need to Improve the quality of assessments is being determined by the move to CCSS which will support upcoming instruction to improve student outcomes.
3	We will establish a school-wide culture and climate that will equip students with skills and knowledge necessary to pursue high school, college and career options.	CCSS is aimed to prepare students for college and future careers and we will provide our students with early and regular access to information about high school options and adhere to the rigorous CCSS.
4	Optional	
5	Optional	









Strategic Priority 2




**Strategic Priority 3**



