



2012-2014 Continuous

John L Marsh Elementary School

Lake Calumet Elementary Network
9822 S Exchange Ave Chicago, IL 60617
ISBE ID: 150162990252331
School ID: 610054
Oracle ID: 24361



Mission Statement

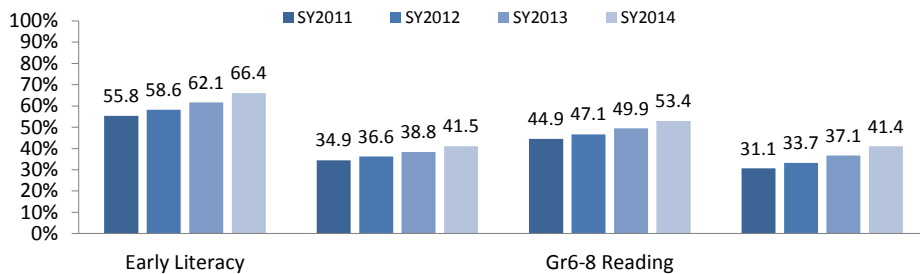
Through a blending of effective discipline, a rigorous curriculum and creative teaching, as well as an emphasis on cooperation with parents and the larger community, John L. Marsh provides a challenging, supportive and caring community for all students. Our underlying goal is to educate and motivate our students to develop necessary college and career readiness skills and become independent, self-sufficient adults who will succeed and contribute responsibly in a global community.

Strategic Priorities

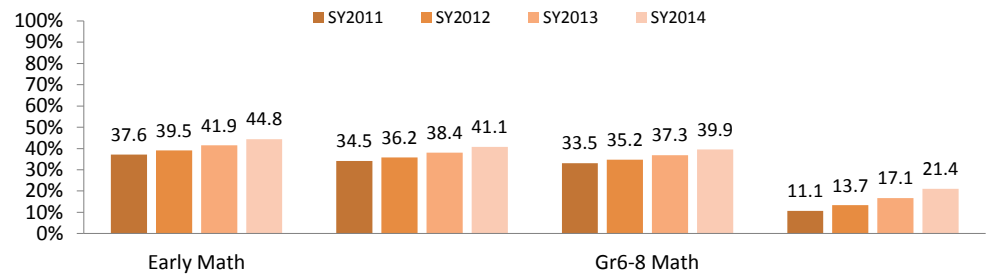
1. Teachers deliver Common Core aligned literacy instruction with an emphasis on word analysis/vocabulary.
2. Improve the effectiveness of our ILT
3. Schoolwide integration of writing across the curriculum.
4. Teachers will increase exposure and emphasis on Algebraic skills and concepts schoolwide.

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:

John L Marsh 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
Martha Velazco	LSC Member
Ms. Paniagua	Classroom Teacher
Mr. Carrillo	Classroom Teacher
Ms. Calvillo	Classroom Teacher
Ms. Pacheco	ELL Teacher
Ms. Stanis	Counselor/Case Manager
Ms. Ostoich	Lead/ Resource Teacher
Mrs. Anderson	Lead/ Resource Teacher
Mr. Foley	Lead/ Resource Teacher
Mr. Torres	Principal
Mrs. Torres-Romero	Assistant Principal
Ms. Collins	Lead/ Resource Teacher

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	55.8	58.6	62.1	66.4		Early Math % of students at Benchmark on mClass	37.6	39.5	41.9	44.8
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.9	36.6	38.8	41.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.5	36.2	38.4	41.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.2	55.9	59.3	63.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.7	61.6	65.3	69.9
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.9	47.1	49.9	53.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	33.5	35.2	37.3	39.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.2	54.8	58.1	62.2		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.8	53.3	56.5	60.5
8th Grade										
Explore - Reading % of students at college readiness benchmark	31.1	33.7	37.1	41.4		Explore - Math % of students at college readiness benchmark	11.1	13.7	17.1	21.4

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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	95.7	96.0	96.3	96.5					
					Misconducts Rate of Misconducts (any) per 100	5.4	5.0	4.5	4.0

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	71.5	73.6	76.5	80.3		ISAT - Reading % of students exceeding state standards	14.5	16.5	18.5	20.5
ISAT - Mathematics % of students meeting or exceeding state standards	81.6	84.0	87.4	91.8		ISAT - Mathematics % of students exceeding state standards	18.9	20.9	22.9	24.9
ISAT - Science % of students meeting or exceeding state standards	70.4	72.5	75.4	79.2		ISAT - Science % of students exceeding state standards	11.8	13.8	15.8	17.8

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. 	<ul style="list-style-type: none"> The school has established clear goals for student achievement aimed at increasing rigor to ensure college and career readiness of all students. The school has established theory of action through its implementation of Learning Cycles. 	
	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. 	<ul style="list-style-type: none"> -Principal creates a collaborative atmosphere through communication e.g. Monday Morning Meetings, ILT, electronic communications, open door policy, announcements, PD, informal/formal classroom observations, internal learning walks Principal creates a professional learning system that encourages collaboration, communication, and self -reflection through ILT initiatives. Principal establishes and nurtures a culture of college and career readiness through partnerships established with local universities and working closely with our Community in Schools to reach out to community resources. Principal creates partnerships with families setting together high expectations, open communication, offering ample opportunities for parent participation in activities that will empower parents and become partners in the education of their children e.g. Parent Portal Trainings, Parent Cafés, Parent Workshops on College Readiness, Health & Wellness, Literacy and Math. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<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 	<ul style="list-style-type: none"> • Teachers invest in the success of the school through leadership roles in various committees including but not limited to: <ul style="list-style-type: none"> - ILT Team, Literacy, Math & International Nights, Grade Level Teams, Grade Cluster Teams, CIWP, RTI, Girls on the Run, Running Mustangs, sports, and student groups addressing social & emotional goals, school/community Wide social events 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> School's ILT team is composed of administration heads, grade level chairs, department heads, and specialized program coordinators, which is a make up of classroom teachers and key individuals with specialized expertise in various content areas. ILT team develops learning cycles focused on TIA and powerful practice. Based on school's focus the ILT team plans professional development, professional readings, learning walks, and develops recommendations for improvement. The ILT facilitates two-way communication and engages all stakeholders in decision-making that advances the school's strategic focus. The ILT meets biweekly to reflect on implementation of initiatives, addresses concerns grade levels present, and arrives at decisions to improve school's focus. ILT analysis data to establish TIA and powerful practices for school improvement. 	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to TIA/Powerful Practice on an on going basis guided by ILT and trickling to departments/grade levels and classroom levels to make adjustments focused on our Learning Cycles. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Grade levels are developing new units of instruction to reflect Common Core State Standards. Texts are differentiated and teacher teams are identifying new resources to supplement instruction that reflects CCSS Different texts and novels are being used in reading for differentiated instruction within the same grade level. We have differentiated instruction in "Walking Reading" for grades 4th-8th, and in Math for grades 5th-8th. Provide support, training, and organization for staff to develop curriculum priorities for ELLs based on levels of English Language Proficiency. RTI and Special Education coordinators work collaboratively with general education teachers to determine curriculum for struggling students. 	
	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). 	<ul style="list-style-type: none"> Grade levels are developing novel units. Teachers are increasing the level of informational texts in classroom libraries Teacher teams have identified materials that compliment their existing instructional materials to enhance student instruction. Bilingual Lead Teacher in collaboration with all teachers of ELLs have identified and obtained a new core ESL program for full implementation in FY12-13. Special Education teachers collaborate closely with counselor/case 	
<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. 	<ul style="list-style-type: none"> • Teachers analyze NWEA, DIBELS/IDEL data, local assessments i.e. unit tests, teacher made assessments, students projects to evaluate academic progress. Teachers meet and share with students assessment results to establish goals. • ELLs and Special Education students' academic needs are supported through accommodations and modifications for assessments. • All students are monitored through a series of assessments to determine RTI services. • All struggling students participate in an intervention support program and are progress monitored weekly/biweekly to adjust interventions. 	

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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. 	<ul style="list-style-type: none"> • Teachers utilize high level questioning techniques in the classroom, supported by Bloom's Taxonomy. • Standard-based objectives are used to cover CCSS. • Teachers scaffold instruction, modify lessons, and work with small groups to differentiate the instruction, flexible grouping is in practice in all grade levels. • Teachers use mid-unit tests and quizzes to monitor student progress and check for student learning. 	

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Typical School	Effective School	Evidence	Evaluation
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. 	<ul style="list-style-type: none"> School wide assessment data (e.g., NWEA, DIBLES/IDEL) is collected, students are tiered, and appropriate interventions are given to students in Tiers 2 and 3. Interventions are made through the use of small group instruction, push-in, and pull-out. Students are progress monitored weekly to determine effectiveness of interventions and strategies being used. A structured model for interventions has been designed to identify, refer, and provide support for struggling students. RTI coordinator and interventionist have put in place Individualized Learning Plans to monitor student progress and make referrals for interventions for students in RTI tiers. 	

Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> P.D. is aligned to school wide priorities and data analysis. The focus of learning walks is to identify evidence of implementation of the school's powerful practice Staff shares successful instructional strategies and relevant professional readings focused in the school's TIA (Literacy) Teachers participate in district/outside staff development to support themselves and their colleagues as they share at PD days. 	

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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. 	<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 Grade levels formulate and submit assessments in a timely fashion Teachers and specialists meet frequently to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in students 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 Minutes of cluster and /or grade level meetings are submitted to administration on a regular basis. Administration/teacher leaders attend grade level and cluster meetings. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Grade level clusters mentor and share strategies from professional readings, collaborate in weekly lesson plans and assessments with their colleagues Observations from learning walks are regularly shared with the staff, with an emphasis on the “great ideas” Program coordinator i.e. IB, bilingual lead teacher, and case manager, mentor and coach teachers through collaborative planning of units and learning objectives. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Teachers expose students to various careers and professions at all levels throughout the school by embedding these standards in their curriculum. It is required for upper grade (6th-8th) students to research a high school and college related to their area(s) of interest. Parents are provided workshops on college exploration. School hosts High School Night and High School Exploration Day to inform junior high students of high school opportunities. Parents are offered a Series of 12 College Exploration Workshops presented by MALDEF. 	
	Relationships ----->			4
	<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. 	<ul style="list-style-type: none"> Administrators, teachers, and support staff over see student social, emotional and academic progress and intervenes to improve student outcomes. Interaction between adults and students, and among students, are respectful and collaborative. All students, including students with disabilities and students in bilingual programs, are engaged in all facets of the school community. School celebrates diversity of cultures and language through student activities, events, celebrations, and academic programs. 	
Behavior & Safety ----->				3

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> • There is a consistent school wide approach to student discipline by issuing rewards for the desired behavior and guidance for the undesired behavior. • Students and parents are encouraged to participate in school or community-led activities throughout the school day and after school as well. • Safety is a school wide effort and priority for all students, parents and staff. Only authorized adults and students are allowed to enter the building. 	

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	Typical School	Effective School	Evidence	Evaluation
NSION 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. 	<ul style="list-style-type: none"> Principal informs the school community of school performance, initiatives, and goals to meet student achievement. Teachers provides clear expectations and information for families on what is expected of each student for continued achievement e.i. school web page, grade book, email, via phone calls and conferences throughout all grade levels 	
	Ongoing communication ----->			4
	<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. 	<ul style="list-style-type: none"> Administrators, teachers, and other support staff engage in ongoing communication with families to keep them informed of their child's academic and social progress, resulting in providing ample support to families through our internal resources and external resources through our partnerships with local social agencies. Through monthly parent organization meetings (LSC, BAC, PAC, & 	
	Bonding ----->			4

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
DIME	<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. 	<ul style="list-style-type: none"> Marsh has established a non-threatening, welcoming environment. Marsh School provides numerous opportunities for families, community members, and district departments to participate in authentic and engaging activities: Community Brunch with Santa, International Night, Literacy and Math Night, Asthma Van for the community, Cultural School Wide events e.g. Black History Assembly, Holidays Around the World, & 5 de Mayo, Hosting Spanish Oratory Competition for the South and Far South Side Networks, Hosting all Chartwell Food Service PDs, hosting annually the BAC cluster meeting for parents and hosting an Ipad in the Classroom PD for teachers. 	

School Effectiveness Framework

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	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. 	<ul style="list-style-type: none"> Through school initiatives such as RTI and partnerships established through our Community in Schools, Marsh School provides students in need with support in academics and social and emotional concerns. In addition, connects families with specialized needs to social service agencies in the community e.g. counseling, eye-glasses program, health and wellness, legal assistance. 	
	College & Career Exploration and election ----->			3
	<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. 	<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, i.e., 8th grade trip to Indiana University, 7th grade trip to UIC and the TRIO Upward Bound Program for 8th graders offered by 	
	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. 	<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, i.e., 8th grade trip to Indiana University, 7th grade trip to UIC and the TRIO Upward Bound Program for 8th graders offered by Chicago State University Annual Career Day Students exceeding in their grade levels are invited to attend advanced reading and math classes, in addition an enrichment algebra class is offered for 8th grade students. 	
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. 	<ul style="list-style-type: none"> Enrichment Programs offered to meet and exceeds students for literacy, algebra, and science. Common Thread Program offered to grades 4 and 5 to introduce students to careers in the culinary arts 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> The school promotes preparation, participation and performance on the EXPLORE test 	
	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. 	<ul style="list-style-type: none"> NA 	
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. 	<ul style="list-style-type: none"> Step to Kindergarten program has offered to entering kindergarten students. Kindergarten orientation for students and parents is offered annually at beginning of school year. New students and their parents must attend a New Student Orientation with principal and assistant principal to communicate expectations, school rules, school programs for students/parents, and address questions/concerns. Participation in the TRIO Upward Bound Program offered by 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>All discretionary funding for materials and programs address Literacy, Mathematics and Science such as textbooks, iPads, and Compass Odyssey. Funds are budgeted for after school programs that target students based on NWEA and ISAT results such as Meets to Exceeds, Algebra, Science, Lyric Opera, Beverly Art Center and Common Threads. School establishes partnerships with local businesses, universities and organizations to provide social and academic activities.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>In filling a vacancy a list of qualifications and requirements that meet the needs of the students is created and advertised through the CPS e-bulletin. An interview committee of grade and discipline similar to the position advertised is composed. A parent or LSC member is invited to participate along with administration in this interview team. After reviewing resumes candidates are selected for an initial interview in which a written sample is requested. The prompt is provided at the interview date. Finalists have to present a lesson of the interview teams selection given student profiles needs that the candidates must address in their lessons. Based on lesson presentation and interview performance a candidate is recommended for hiring by the interview team.</p>	
	Use of Time ----->			4

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Schedules are designed to maximize the time spent on Literacy, Mathematics and Science. First period preps are avoided as much as possible to allow for a school wide focus on instruction at the beginning of each day. Schedule allows grade level teams to have at least two common preps for collaboration per week and up to four times a week for middle school grades. An RTI coordinator and two interventionists have a consistent schedule of intervention service for students in Tier 3.</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

Through a blending of effective discipline, a rigorous curriculum and creative teaching, as well as an emphasis on cooperation with parents and the larger community, John L. Marsh provides a challenging, supportive and caring community for all students. Our underlying goal is to educate and motivate our students to develop necessary college and career readiness skills and become independent, self-sufficient adults who will succeed and contribute responsibly in a global community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned literacy instruction with an emphasis on word analysis/vocabulary.	Based on Winter (2011-2012) NWEA scores 55.3% of our students scored in the "Low" (34.6%) or "Low/Average" (20.7%) category on "WAV" (Word Analysis/Vocabulary). Improving word analysis and vocabulary skills is essential to increasing our overall Reading scores.
2	Improve the effectiveness of our ILT	Based on our self assessment in the Leadership Dimension (1) , improving the effectiveness of the ILT will facilitate our school's overall achievement.
3	Schoolwide integration of writing across the curriculum.	The CCSS note that in order to build a foundation for college and career readiness, "students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year", thus students must be prepared to meet the rigor of Common Core Standards for college/career readiness.
4	Teachers will increase exposure and emphasis on Algebraic skills and concepts schoolwide.	Based on Winter 2011-2012 NWEA data 57.1% if our students scored in the "Low" (34.4%) or "Low/Average" (22.7%) category for Algebra. In order to prepare our students to be "algebra proficient", as required under the CCSS, we must increase our students' understanding of algebraic concepts and skills necessary for success in secondary and post-secondary education.
5	Optional	



Strategic Priority 1

