



2012-2014 Continuous Improvement Work Plan

Cyrus H McCormick Elementary School

Pilsen-Little Village Elementary Network

2712 S Sawyer Ave Chicago, IL 60623

ISBE ID: 150162990252341

School ID: 610063

Oracle ID: 24431



Mission Statement

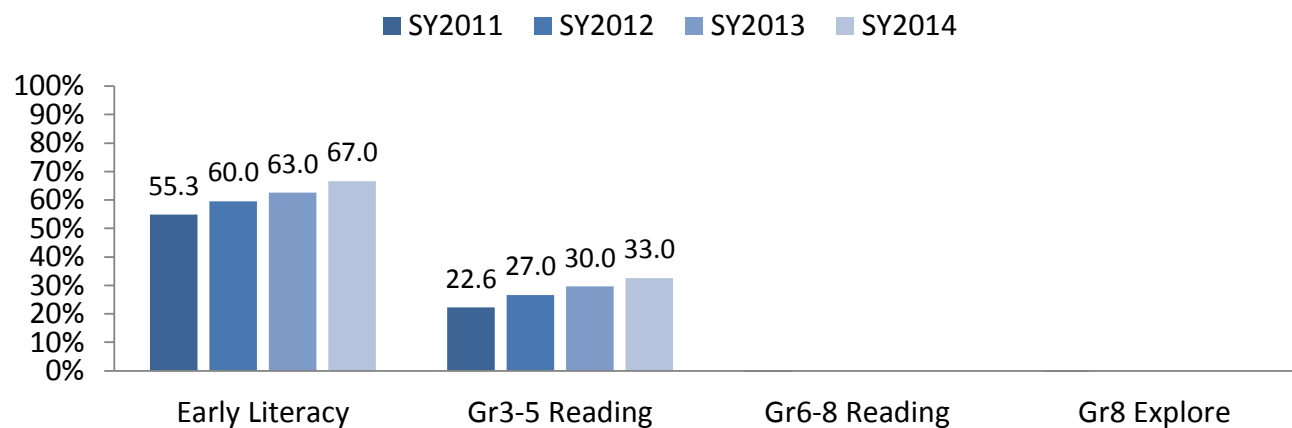
Our mission is to set the foundation for success by exposing and preparing all students through a rigorous curriculum, in alignment with the Common Core State Standards. Teachers will use research-based, best teaching practices to ensure our students receive a high quality education through a challenging learning environment. We strive to have our parents, teachers, and community members actively involved in the preparation of our student's college/career successes.

Strategic Priorities

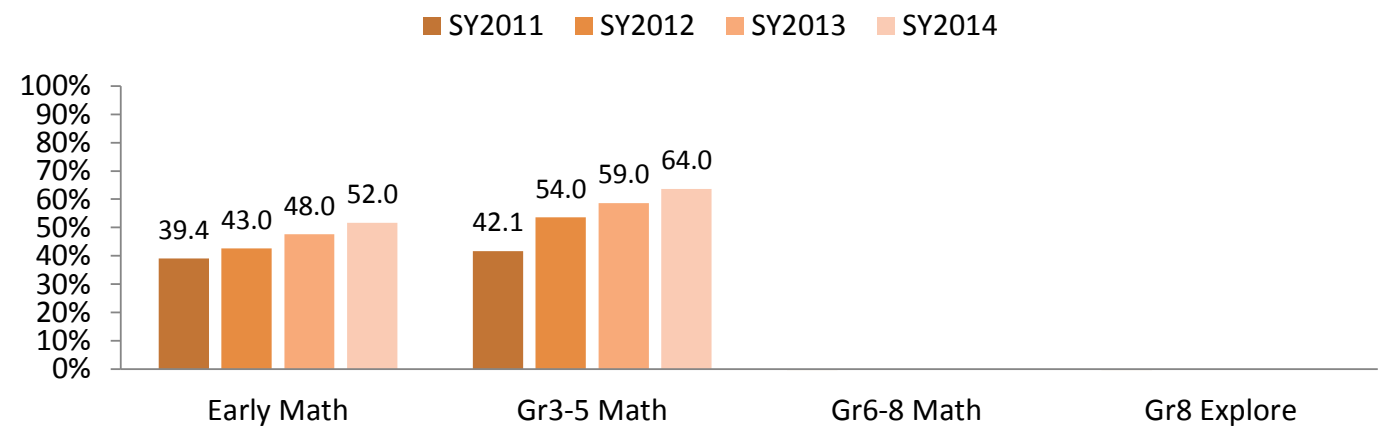
1. Establish Independent structures to set the foundation for executing Guided Reading in grades Pre-K through 5th, with an emphasis on the implementation of the Daily 5.
2. Teachers will design rigorous units of study with performance assessments, using the principles of backwards design, in order to implement the CCSS.
- 3.

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:	Cyrus H McCormick 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
Rebeca de los Reyes	Principal
Giselda Corrales-Murray	Assistant Principal
Amirah Salah	Lead/ Resource Teacher
Maria Pulido	Lead/ Resource Teacher
Yadira Gomez-Munoz	Lead/ Resource Teacher
Estela Cardoso-Garza	Classroom Teacher
Trisha Chmielinski	Classroom Teacher
Janet Gray	Classroom Teacher
Katherine Kloepper	Classroom Teacher
Lauren Simonelis	Classroom Teacher
Wendy Sosa	Classroom Teacher
Guadalupe Bermudez	LSC Member



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	55.3	60.0	63.0	67.0		Early Math % of students at Benchmark on mClass	39.4	43.0	48.0	52.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.6	27.0	30.0	33.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	42.1	54.0	59.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.9	53.0	57.0	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.2	59.0	64.0	69.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			



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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	95.9	96.5	97.0	97.5					
					Misconducts Rate of Misconducts (any) per 100	4.7	4.0	3.7	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	62.1	71.0	81.0	91.0		ISAT - Reading % of students exceeding state standards	10.3	15.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.0	92.5	93.0	95.0		ISAT - Mathematics % of students exceeding state standards	25.2	28.0	31.0	34.0
ISAT - Science % of students meeting or exceeding state standards	77.1	87.0	97.0	100.0		ISAT - Science % of students exceeding state standards	9.2	13.2	17.2	20.2

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>A revised Theory of Action and Learning Cycle was developed by the ILT team and Network ISL on 03/2012. A learning walk conducted on 2/22/12, resulted in the Cycle's instructional focus of Guided Reading. The focus of the cycle development includes initiating and applying practices for independent literacy structures.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			1
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Current Acting Principal, as of 3/21/12, has resumed leadership role.</p> <p>Theory of Action has been revised and new levers have been adopted as of 3/21/12.</p> <p>Monitoring instructional practices for teacher evaluations was not performed.</p> <p>Prior to 2/22/12, The Theory of Action and Learning cycle was unfocused and inconsistent with the school vision.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Highly active leadership team as of 3/21/12, led by Network ISL, met weekly to help lead the school's effort with the revised TOA and Third Learning Cycle.</p> <ul style="list-style-type: none"> -ILT members share minutes at GL meetings ILT members debrief staff after Network PLV sessions -Bilingual Lead Teacher conducts monthly meetings with Bilingual teachers 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Prior to the Third Learning Cycle, the ILT worked without a clear process for school -wide engagement. Decision making was carried out in isolation. A newly formed ILT team (as of 3/22/12) represents all grade levels, including special education and pre-school teachers. There is equity of voice and all members share a common school vision.</p> <p>Core ILT team disseminates and analyzes data with Grade Level teams.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Learning Cycle 1 and 2 data is inconclusive.</p> <p>Grade levels receive DIBELS/IDEL/Mclass and Scantron data from Math and Reading lead teachers.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Based on the CCSS Resource Inventory Survey, Spanish and English informational and non-fictional texts are limited. Teachers lack the grade-appropriate level of informational texts.</p> <p>Pacing is set forth by the GL teams using the Harcourt-Houghton Mifflin Texts.</p> <p>Grade levels meet weekly to plan units of instruction.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>All grade levels have recently implemented a new Reading Series (SY 2009-2010). Grades are equipped with leveled readers for small group instruction, ELL supplemental materials and Strategic Intervention kits, to assist students with specific needs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Classroom teachers are given current benchmark data on DIBELS/IDEL/Mclass and Scantron. The Literacy Lead Teacher and Math Lead Teacher provide up-to-date assessment results. Teachers use the data to plan instruction for whole and small groups.</p> <p>IEP accommodations and modifications are in place.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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 have clear objectives posted. –Grade level teams meet and have ongoing conversations regarding matching unpacked standards to rigorous tasks using the DOK (Depth of Knowledge). –Teachers are meeting to discuss, plan and execute higher order thinking skills performance assessments. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Push-in supports are provided by special education teachers. Additional support is provided by speech pathologist, counselor, social worker and psychologist.</p> <p>Basic Reading Inventory (BRI) is administered to address particular student's needs.</p>	
	Whole staff professional development ----->			1
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development on implementation of learning objectives, assessments and mini-lessons (learning cycle # 1 & # 2) were never offered to teachers.</p> <p>Data is inconclusive for learning cycle # 1 and # 2 (September 2011 to February 2012).</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Weekly grade level meetings scheduled and included all stakeholders. Teams are supported by an ILT member. Agendas and minutes are provided to all staff members.</p> <p>Progress monitoring was performed for intensive students to track student intervention.</p>	
	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. 	<p>–Professional development was offered by PLV network.</p> <p>–Peer observations and cross-classroom visitations occurred upon teacher request.</p> <p>–New teachers were given formal support in reading and math.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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 	Transitional grades promote college and career ready standards.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All students are given equal opportunity to participate in school-wide events.</p> <p>Interactions between adults and students are respectful and appropriate.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> –Initiation and implementation of PBIS program for SY 2011-2012. –Ongoing CHAMPS training. –School-wide detention form to alleviate office referrals. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Open House session provided an opportunity to inform parents regarding current ISAT and attendance data.</p> <p>McCormick needs to promote parent portal to access student grades.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Monthly parent workshops are sponsored Report Card Pick-Up Day DIBELS/IDEL parent reports sent home every benchmark period 	
Bonding ----->			4	
	<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"> McCormick School hosts Family Reading and Math nights NCLB/BAC parent workshops with professional speakers Grade Level Performances Science Fair and Social Studies Fair for parent viewing Second cup of coffee with the Principal Specialized support Beginning of the Year Open House 	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<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"> -Rtl level 3 students are given the necessary required services. -Social services information is given to parents upon request. 	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Does not apply.	
Academic Planning ----->			1	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Does not apply.	
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"> -Year long After-School All-star program in progress -Girls on the Run program -Saturday Discovery program 	

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	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Does not apply.	
	College & Career Admissions and Affordability ----->			1
	<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. 	Does not apply.	
	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"> –Collaborative vertical grade level meetings between Pre-k and kindergarten –Parent Informational meeting regarding transition from Pre-k to kindergarten –Shadow days for fifth grade students at Madero Middle School –Meet and Greet Forum for fifth grade students 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<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. 	<ul style="list-style-type: none"> Current partnerships include Wells Fargo, Sanchez and Daniels, and Chicago Cares Inc. Letters to Santa Program, Mentor Reading Day and Discovery Programs are in effect. 	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Vacancies are filled as needed.	
Use of Time ----->			2	
	<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. 	<ul style="list-style-type: none"> Current classroom schedules are based on the recommended CPS Time Distribution minutes. Teachers met once a week with their grade levels to plan instruction. Agendas and minutes are on file. 	

Mission & Strategic Priorities

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

Mission Statement

Our mission is to set the foundation for success by exposing and preparing all students through a rigorous curriculum, in alignment with the Common Core State Standards. Teachers will use research-based, best teaching practices to ensure our students receive a high quality education through a challenging learning environment. We strive to have our parents, teachers, and community members actively involved in the preparation of our student's college/career successess.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish Independent structures to set the foundation for executing Guided Reading in grades Pre-K through 5th, with an emphasis on the implementation of the Daily 5.	Based on our Winter Scantron 2012 On Track Assessment Report, 28% of our students in grades 3-5 are reading at or above grade level. (The Network average is 35%, the District average is 38%.) McCormick School will accelerate students' ability to comprehend grade level text, in order to increase the number of students reading at grade level. Teachers will receive PD on the structure and implementation of Guided Reading enabling the creation of targeted reading groups to ensure high quality reading instruction at students' instructional level and grade level. Based on the results of the CCSS Resource Inventory survey given to teachers, non-fiction and informational texts need to be available in order to provide all students with a variety of text complexity.

2	Teachers will design rigorous units of study with performance assessments, using the principles of backwards design, in order to implement the CCSS.	<p>The current status for McCormick School 2011 trend data, reports 5th grade students on the ISAT composite exceeding at 12.6%, a decrease of 1.2 %. The overall ISAT results for reading in grades 3-5 have students performing at 33% below reading standards and 52% performing at meeting standards (iirc).</p> <p>Using Webb's "Depth of Knowledge," to evaluate the level of thinking required to complete the instructional tasks assigned to students, teachers will see an increase of students level of intellectual engagement. The DOK focus will target levels 3 and levels 4. In order to monitor student learning between benchmark assessments, teachers will LASW during common planning time. Teachers will develop performance assessments, and common rubrics in order to progress monitor.</p>
3		
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Establish Independent structures to set the foundation for executing Guided Reading in grades Pre-K through 5th, with an emphasis on the implementation of the Daily 5.	Based on our Winter Scantron 2012 On Track Assessment Report, 28% of our students in grades 3-5 are reading at or above grade level. (The Network average is 35%, the District average is 38%.) McCormick School will accelerate students' ability to comprehend grade level text, in order to increase the number of students reading at grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Established ILT team is assembled for SY 2012-2013 and begins a detailed calendar of implementation	ILT/ Teacher Teams	All	Principal, Asst. Principal, Grade Level reps. , Special education teachers, and Lead teachers	Quarter 1	Quarter 1		
Continue with current Theory of Action (TOA) and Learning Cycle developed in March 2012. Continue with establishing independent structures to build a foundation for Guided Reading.	ILT/ Teacher Teams	All	Principal, Asst. Principal, Grade Level reps. , Special education teachers, and Lead teachers	Quarter 1	Quarter 2		
The Learning Cycle will include Daily 5 structures	Instruction	All	Principal, Asst. Principal, Grade Level Reps. , Special Education Teachers, and staff.	On-going	Quarter 1		
Ongoing professional development with the focus on Guided Reading	Professional Development	All	Principal, Asst. Principal, Staff, ISL.	On-going	On-going		Pedagogy courses provided through PLV Network
Use common grade level assessment data to tailor instruction	Instruction	All	Teachers, ILT team	Quarter 1	On-going		TRC and Scantron Data will be reported at the end of the assessment period.
Establish a school-wide Benchmark Assessment System (BRI) to match student's instructional and independent reading abilities.	ILT/ Teacher Teams	All	LLT, BLT, Classroom Teachers	Quarter 1	On-going		Early grades will use TRC levels at the BOY, MOY and EOY benchmark periods. Intermediate grades will use Santron and BRI levels.



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will design rigorous units of study with performance assessments, using the principles of backwards design, in order to implement the CCSS.	The current status for McCormick School 2011 trend data, reports 5th grade students on the ISAT composite exceeding at 12.6%, a decrease of 1.2 %. The overall ISAT results for reading in grades 3-5 have students performing at 33% below reading standards and 52% performing at meeting standards (iirc). Using Webb's "Depth of Knowledge," to evaluate the level of thinking required to complete the instructional

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continuing Professional Development for implementing the Common Core State Standards	Instruction	All	Principal	Summer 2012	On-going		
Teacher applicants will attend the summer institute for unit planning and performance assessments.	Professional Development	All	Principal, Teachers, LLT	Summer 2012	Summer 2012		
Grade Level Representatives will attend the Teachers College of Reading and Writing Project Institute.	Professional Development	All	Principal, Teachers, LLT	Summer 2013	Summer 2013		
Teachers will continue to unpack the CC standards for informational text and literature Standards.	Instruction	All	Principal, Teachers, LLT	On-going	On-going		Teachers are currently working on unpacking CCSS. Next steps: Unit planning and Performance assessments



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

