CIWP

2012-2014 Continuous Improvement Work Plan

Emmett Louis Till Math and Science Academy

Burnham Park Elementary Network

6543 S Champlain Ave Chicago, IL 60637

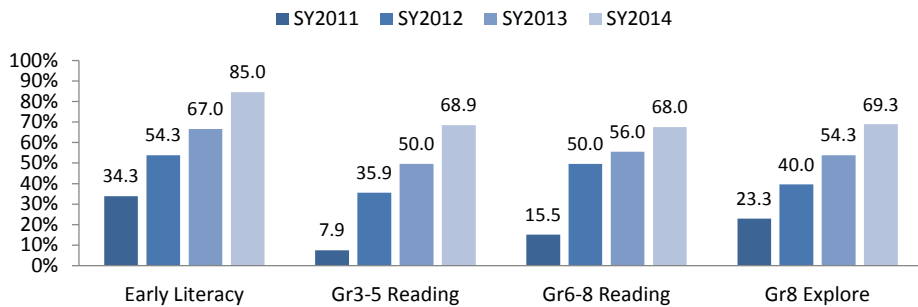ISBE ID: 150162990252766

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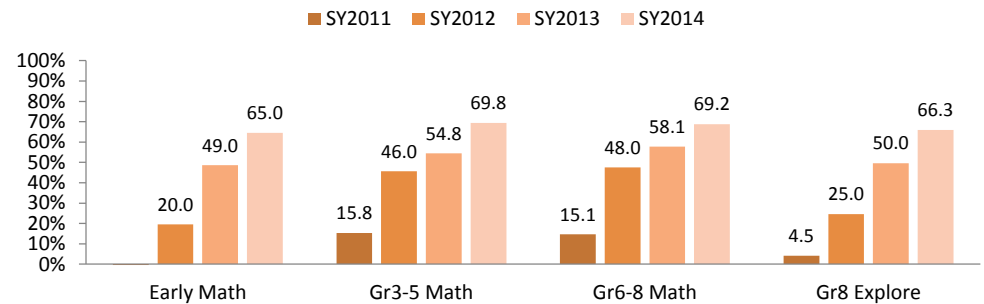
Mission Statement

Strategic Priorities

1. Create a school wide reading and math intervention system for students not achieving growth target or at a national percentile rank of 40%. .

2. Identify school social-emotional concerns and develop effective programs and activities that promote a positive learning culture, climate, and environment for all students, parents, family, teachers, and all community stakeholders.

3. Adopt effective instructional practices that are supported by the reading and math CCSS to enhance teacher's understanding of the correlation of the Common Core Standards to student achievement.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	34.3	54.3	67.0	85.0
Gr3-5 Reading	7.9	35.9	50.0	68.9
Gr6-8 Reading	15.5	50.0	56.0	68.0
Gr8 Explore	23.3	40.0	54.3	69.3

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		20.0	49.0	65.0
Gr3-5 Math	15.8	46.0	54.8	69.8
Gr6-8 Math	15.1	48.0	58.1	69.2
Gr8 Explore	4.5	25.0	50.0	66.3

Date Stamp November 22, 2012

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Continuous Improvement Work Plan
2012 - 2014

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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:	Emmett Louis Till Math and Science Academy

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
Charles Asiyanbi	Principal
Sharrone Travis	Assistant Principal
Julianne Kortz	Classroom Teacher
Joyce Rosenberg	Counselor/Case Manager
William Campbell	Classroom Teacher
Raymond Giles	Special Education Faculty
Jacquelyne White	Classroom Teacher
Thomas Ziencina	Classroom Teacher
Jacqueline Dudley	LSC Member
Felecia Craig	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	34.3	54.3	67.0	85.0	**Early Math** % of students at Benchmark on mClass	NDA	20.0	49.0	65.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	7.9	35.9	50.0	68.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.8	46.0	54.8	69.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	39.4	54.4	58.4	66.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	43.1	53.1	60.0	66.3

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.5	50.0	56.0	68.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.1	48.0	58.1	69.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.5	65.0	69.0	72.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	43.6	53.6	63.6	68.3

8th Grade									
Explore - Reading % of students at college readiness benchmark	23.3	40.0	54.3	69.3	**Explore - Math** % of students at college readiness benchmark	4.5	25.0	50.0	66.3

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	88.0	91.0	93.0	94.0	Misconducts Rate of Misconducts (any) per 100	95.7	98.0	70.0	63.0

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	49.0	58.3	65.0	70.0	ISAT - Reading % of students exceeding state standards	3.5	28.6	54.3	65.0
ISAT - Mathematics % of students meeting or exceeding state standards	54.7	64.7	74.0	79.0	ISAT - Mathematics % of students exceeding state standards	3.2	30.0	60.0	67.0
ISAT - Science % of students meeting or exceeding state standards	35.2	45.0	56.7	66.2	ISAT - Science % of students exceeding state standards	2.3	30.0	48.3	65.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	*Goals and theory of action*	-->		**2**
	• 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.	• 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.	• The school has established a plan to improve student achievement . The plan calls for the school to improve student academic achievement by focusing on delivering quality classroom instruction, creating an ethos or culture which encourages students to be good citizens and help their fellow classmate, and to augment quality instruction with web-based math and reading intervention programs to help struggling students. • The school's plan should focus more on specific subset data.	
	Principal Leadership	-->		**2**
	• 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.	• 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.	•The professional development delivered to faculty and staff is created based on the needs, specific knowledge, and areas of growth as determined by the Principal and the Instructional Leadership Team. There is an agreed upon list of best instructional practices which is a shared belief by administration and the ILT and is delivered to teachers and staff during professionl development and morning faculty meetings. The school continues to work on ensuring everyone understands why these best practices should occur in all classrooms. • The Principal and Assistant Principal monitors the instructional practice in classroom for feedback and evaluation. A shared and easily understood definition of how reading and math should look like in each classroom is not consistent. • The principal provides information and communication to all family through monthly letters, calendars, and phone call .	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• A core group of teachers lead most of the school's committees and perform most of the leadership duties in the school. The same teacher leaders are on the school's Instructional Leadership Team, Literacy, Science, Math, Technology, Mentoring, CIWP, Discipline and Social committees. Recently, more teacher leaders have begun to come foward and lead activities such as Parent day, Till Playground design, SES after school coordinator, and writing curriculum coordinator. • All teachers are encouraged and given the opportunity to attend professsional development and share what they have learned with the rest of the staff. • The ILT reflects upon its own team processes and effectiveness and discusses ways to improve and progress toward the schools goals.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		2
• 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.	• 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	• The ILT represents all departments and grade level bands. The members were chosen to take part of the team based on their key abilities and unique knowledge each person brings to the table. Several of the teachers have taught other grades which gives them a wealth of knowledge and resources. The ILT time is used to plan the year wide events of the school, address school-wide concerns, review school data, improve school culture overall, and recommend ways to improve instruction in the classroom. • The ILT organizes and presents staff professional development.	
Monitoring and adjusting	-->		2
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	• The instructional leadership team and all teachers review all student data. The ILT team reviews the data and makes suggestions to improve the instructional practice and delivery to all students. The team has begun to develop a clear way to analyze and review all data. The team is responsible for making sure all staff are able to interpret and understand what they data means.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**2**
	• 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.	• 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.	• Curriculum mapping and the scope and sequence found in the inside of the teacher instructional material often determines what exactly should be taught and when. • The teachers meet during the summer months in grade level meetings to create their own curriculum mapping and align to activities and field trips students may attend during the year. Curriculum mapping should focus more on important themes, concepts and objectives students primarily need to be successful. Texts used for instruction usually is comprised of basal reader which doesn't always provide rigor. • Some teachers are in the begining stages of using more complex text outside of the core basal series to plan instruction units focused on the common core.	
	Instructional materials	--->		**3**
	• 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.	• 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).	• Each grade level has a set course of materials, supplements and resources which are aligned to the standards. Teachers during grade level meetings and as a grade level band may inquire about purchasing more materials to supplement the current curriculum. • All students with disablities have access to the same instructional materials as the regular general education class.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• 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.	• 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.	• All school wide data is immediately available to all teachers and the ILT team. Administration reviews data with all staff during faculty meetings. More training is needed to gain a deeper understanding of all sets of data and how to consistently use this data to plan instruction and create quality assessments. • The schools has not agreed upon a comprehensive set of assessments and screening diagnostics used to identify struggling students and or students who should be referred to RTI. • Students with special needs are able to receive the appropriate accomodations and or modifications needed to demonstrate the knowledge and skills they have acquired during the year. •K-2 consistently uses DIBELS, however more emphasis needs to be placed on progress monitoring and using the data to plan instruction.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• 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.	• 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.	• The objective being taught in the classroom for the day or week is not always clearly understood by all students. The lesson activites and homework are not always aligned with the objectives. • Teacher questioning and activities focus on getting students to master the basic skills needed to understand a concept. • Sequencing of lessons are primarily dictated by the pacing charts suggested in teacher instructional manual. • The level of instruction is not consistently rigorous and is delivered primarily through whole group instruction. A small number of teachers using small group instruction scaffold student learning through the use of a myriad of activities and web based programs. •Teachers use Kid's College, Reading Counts, Study Island and other web based programs as another form of assessment and to check for mastery.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• 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.	• 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.	• The School's decision making process to determine which students need intervention has improved. Teachers have become more familiar with the process for recommending students for RTI and the steps needed to identify students in need of academic interventions. • The intervention options the school presently has in place needs to be more varied and focus on math as well as reading. Currently the school uses Read 180, System 44, intensive and systematic intervention programs where studens are pulled out of their regular classes and taught by a specialist. Specialty teachers continue to provide push-in support and one on one support . Specialty teachers may need more training and support materials to properly build students basic knowledge and skills. • Interventions at the primary level include using volunteers to work groups of 3 or 4 students to strengthen and improve basic concepts taught during class time. Volunteers attendance pattern are not always consistent which sometimes slows the progress of students and doesn't always allow for student gaps to be filled.	
Whole staff professional development	-->		**2**
• 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.	• 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.	• The school has a set focus at the beginning of the year for professional development which is aligned to priorities but sometimes shifts to other priorities . The school should focus on quality rather than volume and attempt to align district and agreed upon school priorities. • The school needs to create a feedback form which helps monitor qualit, effectiveness and or relevance of the professional development .	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• 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.	• 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.	• Most teachers meet regularly during grade level meetings and turn in notes from their meetings. However the agenda for grade level meetings is focused on mixed activities as determined by the principal. • Teachers still need more guidance and professional development on how to create formative assessments and collaborate on lesson plans. Most teachers view student learning results, lie with the individual teacher. , • Grade level meeting teams are inclusive of all teachers general education and special education. More guidance on what grade level meetings should look like and what conversations sound like are needed.	
	Instructional coaching	-->		**2**
	• 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.	• 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.	• New teachers receive support from district sponsored mentoring programs or from associations created on their own behalf. • Professional development needs of new teachers are based on the whole instead of individual teachers. New teachers have reached out to attend professional development of school grounds which are tailored their individual growth. • Teachers receive quality feedback from administraation to help improve teaching instruction. Learning walks which incorporate teacher teams helps establish agreed upon teaching skills, strategies, and goals. Teacher teams participate in school-wide learning walks which provide an opportunity to receive peer coaching for cross classroom visitation.	

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DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	• Members of the staff frequently reinforce that all students should aspire to attend college and become career ready. However alignment of curriculum and rigourous, planned teaching to the skills necessary for students to be prepared for higher education is not always differentiated for those who may need more assistance and help.	
	Relationships	--->		**3**
	• 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.	• 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.	• Most students have at least one adult advocate in the school who cares about them and supports them in achieving their goals. Advocates for students can be seen rewarding children for positive behavior change and improved academics achievement. Interactions between most adults and students are mostly respectful with appropriate and fair reposnses to disrespectul behavior. • Teachers would benefit from professional development on the socia-emotional development of difficult students. These relationships between adult and student sometime become antagonistic and difficult.	
	Behavior& Safety	--->		**3**

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Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	• The school-wide approach to student discipline has become more consistent. The discipline plan focuses more on recognizing and acknowledging students positive behavior as opposed to negative behavior, even if the behavior has only slightly improved. • The school continues to consistently follow a tiered approach to behavorial intervention. • Students' have embraced the Emmett Till Bucks program and it has	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**2**
DIMENSION 5: Family and Community Engagement	• 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.	• 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.	• Principal provides information to families detailing school performance at the school's open house, during LSC meetings and at grade level parents meetings when necessary. Parent have participated in school Learning walks to have a deeper understanding of the teaching strategies and learning which should occur. • Teachers make their grading system known to all students and families but families may be unclear on what successfully meeting the standards may look like and the study habits needed to do well. Teachers have set aside time to meet with families to discuss students achievement.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Teachers and staff engage in communication with one another. Teachers frequently make phone calls home during the day to keep open lines of communication. However, most communication is because of academic or behavior concerns. • The school staff provides monthly activies such as game night, bring your parent to school, winter assembly, and science fair night	
	Bonding	-->		**3**

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	• 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.	• The school fosters a welcoming environment to all students. Students generally feel connected to a staff member. • The school provides opportunites for families and community members to participate in engage activities such as student performances, honor roll activities, and PAC activies.	

Date Stamp November 22, 2012

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
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• The school staff contines to provide required services to students within the school. Home visits have been conducted and have become a school-wide practice to conduct necessary outreach to families. The special education team and regular education teachers collaborate with social service agencies when needed.	
College & Career Exploration and election	--->		**3**
• Information about college or career choices is provided.	• 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.	• Students interested in obtaining information about college or other career choices can do so. Students in the upper grades visited college campuses and were provided an opportunity to see the amount of work and preparation needed to be ready for higher education.	
Academic Planning	--->		**2**
• 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.	• 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.	• More support is being sought for students in the high meet and exceeds category who are interested in college and different careers. Opportunities to explore different paths of interest is limited.	
Enrichment & Extracurricular Engagement	--->		**2**
• 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.	• 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.	• The school has several extracurricular activities that meet the needs of struggling students or students in the low and intensive category on formal and informal assessments. More opportunities to bring a variety of extracurricular and enrichment need to be made	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

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
DIMENSIO	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• The school prepares all student for partcipation in any and all available performance and college career assessments.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	• The school continues to make transitions for all students entering Kindergarten and at benchmark grades is effective. Eighth graders entering high school as Freshman are encouraged to take visits and raise any concerns regarding the move.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• 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.	• 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.	• School's discretionary funding is aligned to critical needs and priorities as outlined by ILT. • The staff and admistration continually reviews the needs of the school and seeks strong community partnerships which meet the needs identified. • More strategic way of identifing other opportunities to seek outside funding has slowly begun amongst a small group of teachers.	
	Building a Team	-->		**3**
	• 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.	• 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.	• Hiring is conducted once a needs assessment is completed and the capacity of all staff members skills is considered. • The school fervently works to build a pool of high quality staff through student teaching, volunteers, internships, part-time work, and partnerships with out of town colleges and universities. • All interviews typically consist of Administration and in some cases other teachers or teams from the school. Depending on the position individuals apply for, some opportunities exist for demonstration of knowledge and or key skills that will add to the professional learning community. • Grade level and individual staff skills are always taken into account	
	Use of Time	-->		**3**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	• The school intially designed schedules based on the academic achievement of the majority of students in a specific subject and the required minutes per subject of course. Recently, schedules for all classrooms have been created based on student social and academic growth needs. • Teacher collaboration occurs during school. More opportunities for collaboration before and after school are needed.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Create a school wide reading and math intervention system for students not achieving growth target or at a national percentile rank of 40%. .	Currently, close to 28% of Till Students have special needs. The school currently has two strong intervention systems in place for struggling students, Read 180 and System 44. The school also uses specialty teachers to do push in with students not meeting growth targets. This priority will impact instruction by pushing the school to create a formalized system which incorporates successful systems already in place to help student not achieving growth target or a national percentile rank.
2	Identify school social-emotional concerns and develop effective programs and activities that promote a positive learning culture, climate, and environment for all students, parents, family, teachers, and all community stakeholders.	Positive classroom climates which have a structured system in place allow teachers to focus mostly on delivering quality instruction rather than behavior issues. The structured system enables teachers to effectively focus on the positive behaviors of students and create a culture where students are constantly in a state of earning for positive behavior outside of the norm. These programs allow teachers to build positive relationships and better bonds with students and parents. Time spent on dealing with behavioral issues will decrease allowing for more time to focus on quality instruction.
3	Adopt effective instructional practices that are supported by the reading and math CCSS to enhance teacher's understanding of the correlation of the Common Core Standards to student achievement.	Students will become more developed readers and better prepared for college or career aspirations. Teachers will implement instructional strategies that require higher order thinking skills and connect to real world examples. The rigor of classroom instruction will increase.
4		
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Create a school wide reading and math intervention system for students not achieving growth target or at a national percentile rank of 40%. .	Currently, close to 28% of Till Students have special needs. The school currently has two strong intervention systems in place for struggling students, Read 180 and System 44. The school also uses specialty teachers to do push in with students not meeting growth targets. This priority will impact instruction by pushing the school to create a formalized system which incorporates successful systems already in place to help student not achieving

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development RTI team so they may be knowledeable of current practices and implementing Reading and math intervention tied to Common Core	Other	All	Assistant Principal, Counselor Social Worker, intervention specialist	Summer 2012	Summer 2012		
Professional development by the RTI team will be given to staff to implement the school wide intervention program	Other	All	Assistant Principal, Counselor Social Worker, intervention specialist	Summer 2012	Quarter 2		Detail and roll out the school wide reading and math intervention system and steps needed to advance students through the system>
Secure resources and programs which boost achievement for students identified as Tier 2 and Tier 3	Other	All	Principal, Assistant Principal, Counselor, Social Worker, Intervention speicialist	Quarter 1	On-going		
Identify professional development opportunites to ensure all staff understand how a growth target is met for students in their class.	Professional Development	All	Principal	Summer 2012	Summer 2012		
Teachers group students based on national percentile rank and growth targets which have been met.	ILT/ Teacher Teams	All	Teachers, Principal, Assistant Principal	Quarter 1	Quarter 1		
In each classroom regular identify and update the strategies and skills which will be used to scaffold instruction and help students meet growth targets and increase NPR	Instruction	All	Teachers, Principal, Assistant Principal	Quarter 1	Quarter 1		
Secure more professional development opportunities to guide teachers on how to present effective instruction aligned to common core standards which scaffold learning for students who have not met growth targets or fall under the 40% NPR	Professional Development	All	Principal and Assistant Principal	Summer 2012	On-going		

Strategic Priority 1

Conduct and audit of all students who have not met growth targets and fall under the NPR of 40 to determine which additional school resources can be delivered.	After School/ Extended Day	All	Teachers, Principal, Assistant Principal	Quarter 1	On-going		
Conduct and audit of all existing intervention programs to determine effectiveness using school specific data	Other	Not Applicable	Principal and Assistant Principal	Summer 2012	Quarter 1		
Identify intervention systems and programs which will be used during the year.	Instruction	All	Principal, Assistant Principal and teachers	Summer 2013	Quarter 1		
Rreview existing reading and math intervention system to determine effectiveness by using survey to determine what supports teachers need.	Other	All	Principal	Year 2	On-going		
Purchase Math intervention system	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Review data of students using intervention system to determine effectiveness and growth of students at the end of the year.	Instructional Materials	All	Princpal, Asst. Principal, Teachers	Summer 2013	Summer 2013		
Determine why intervention systems were successful and why, using created screener that allows for student feedback	Other	All	Princpal, Asst. Principal, Teachers	Summer 2013	Summer 2013		
Continue using created intervention system during 2013/2014 school year	Instruction	All	Teachers, Principal, Assistant Principal	Year 2	Year 2		

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
Identify school social-emotional concerns and develop effective programs and activities that promote a positive learning culture, climate, and environment for all students, parents, family, teachers, and all community stakeholders.	Positive classroom climates which have a structured system in place allow teachers to focus mostly on delivering quality instruction rather than behavior issues. The structured system enables teachers to effectively focus on the positive behaviors of students and create a culture where students are constantly in a state of earning for positive behavior outside of the norm. These programs allow teachers to build positive relationships and better

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Adopt or create school wide positive intervention system which promotes postive behavior	Professional Development	All	Principal, Assistant Principal, Counselor, Social Worker, and two teachers	Summer 2012	On-going		
Professional development for implementing intervention system in school which will be delivered to all staff members	Professional Development	All	Principal, Assistant Principal, Counselor, Social Worker, and teachers	Summer 2012	Quarter 4		
Conduct learning walks monthly to ensure fidelity	ILT/ Teacher Teams	All	Principal, Assistant Principal	Quarter 1	Quarter 4		
Implement Emmett Till Scholars Bucks incentive program to promote postive behaviors across all grade levels and identify/purchase appropriate grade level prizes	ILT/ Teacher Teams	All	Assistant Principal	On-going	On-going		
Clinicians and indivdual partners will create referral form for students in need of counseling for social emotional development and character education	Other	Other student group	Principal, Assistant Principal, Counselor, Social Worker	Quarter 1	Quarter 1		
Identify and create real world experiences per grade level to ensure students have multiple opportunites to earn incentives outside of the classroom	Other	All	Principal, Assistant Principal	Quarter 1	Quarter 4		
Identify the school programs and activities which will be used promote a positive learning environment .	ILT/ Teacher Teams	All	RTI Team, Assistant Principal	Quarter 1	Quarter 2		
Identify current postive intervention systems	Other	All	RTI Team, Principal, and Assitant Principal	Summer 2012	Summer 2012		
Review 2012/2013 intervention system and check for effectiveness through questionnaire and misconducts.	ILT/ Teacher Teams	All	RTI Team, Principal, and Assitant Principal	Summer 2013	Summer 2013		

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
Adopt effective instructional practices that are supported by the reading and math CCSS to enhance teacher's understanding of the correlation of the Common Core Standards to student achievement.	Students will become more developed readers and better prepared for college or career aspirations. Teachers will implement instructional strategies that require higher order thinking skills and connect to real world examples. The rigor of classroom instruction will increase.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Adopt model guided reading practice step by step which encourages independent reading and will be adopted school wide	Professional Development	All	Principal, Assistant Principal, Lead Literacy Teacher	Summer 2012	Summer 2013		
Provide professional development rooted in guided reading aligned to Common Core Standards	Professional Development	All	Principal	Summer 2012	On-going		
Conduct classroom audit of exisitng curriculum texts which are aligned to Common Core State Standards and invest in creating nonfiction and fictional libraries	Instructional Materials	All	Principal, Assistant Principal, Lead Literacy Teacher	Summer 2012	Quarter 1		
Provide weekly collaboration during grade level meetings to ensure the adopted guided reading practice model is being used correctly in class	Instruction	All	Principal	Quarter 1	Quarter 4		
Create mentor program which partner novice teachers to strong practicioner and review teaching practice	After School/ Extended Day	Not Applicable	Lead Literacy Teacher	Quarter 1	Quarter 4		
Use forty percent of professional development days to review, analyze, and reflect on school wide instructional practice model	After School/ Extended Day	Not Applicable	Principal, Assistant Principal, Lead Literacy Teacher	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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