CIWP

2012-2014 Continuous Improvement Work Plan

James E McDade Elementary Classical School

Skyway Elementary Network

8801 S Indiana Ave Chicago, IL 60619

ISBE ID: 150162990252345

School ID: 610066
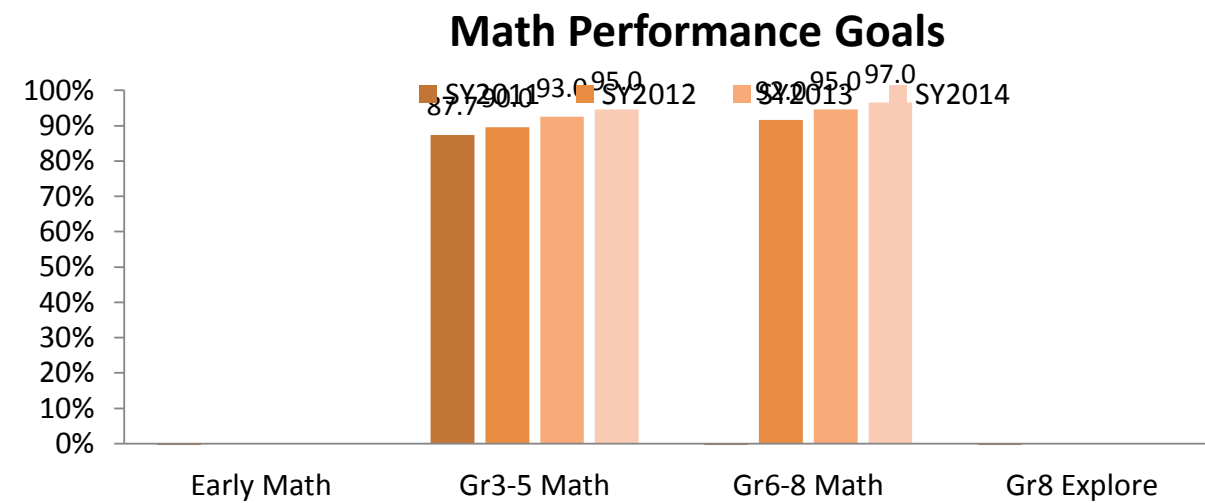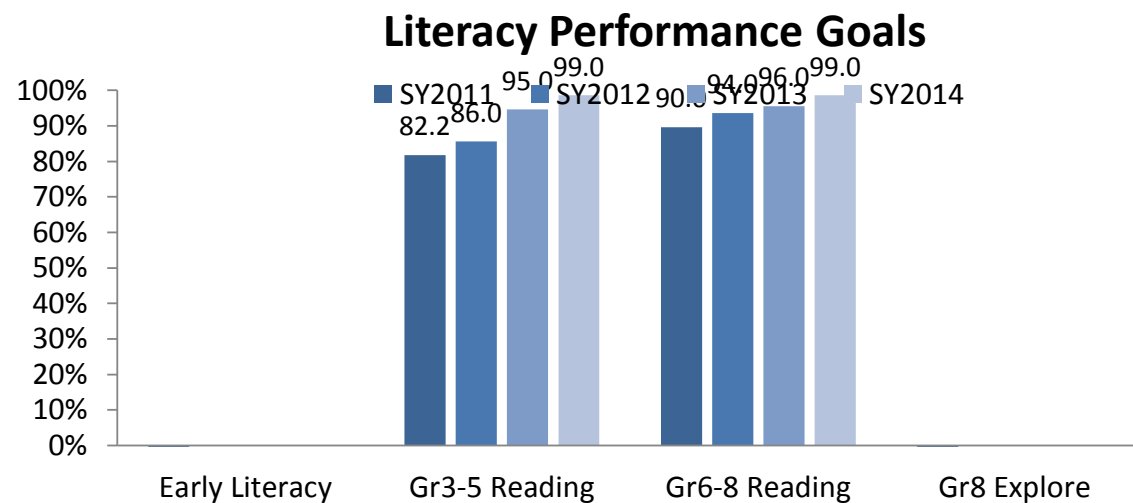
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Mission Statement

The mission of the McDade Classical School is to prepare and develop a community of learners who are active, responsible, self-motivating and self-evaluating life-long learners who think critically, problem-solve, communicate effectively, and respect themselves and others.

Strategic Priorities

1. Staff will provide common core aligned literacy instruction supported by high quality texts.

2. Staff will provide reading and math intervention to students identified on the beginning of the school-year assessments and monitor progress throughout the school-year.

3. Staff will use technology to support differentiated instruction.

School Performance Goals

Literacy Performance Goals

(Bar chart: categories Early Literacy, Gr3-5 Reading, Gr6-8 Reading, Gr8 Explore; series SY2011, SY2012, SY2013, SY2014)

Gr3-5 Reading: 82.2, 86.0, 95.0, 99.0
Gr6-8 Reading: 90.0, 94.0, 96.0, 99.0

Math Performance Goals

(Bar chart: categories Early Math, Gr3-5 Math, Gr6-8 Math, Gr8 Explore; series SY2011, SY2012, SY2013, SY2014)

Gr3-5 Math: 87.7, 90.0, 93.0, 95.0
Gr6-8 Math: 92.0, 95.0, 97.0

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:	James E McDade Elementary Classical 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
Geralyn Thompson	LSC Member
Michael D. Ewing	LSC Member
Gregory Auguste	LSC Member
Jennifer Watson	Parent/ Guardian
Robert Lapin	Lead/ Resource Teacher
Kathleen McKnight	Classroom Teacher
Debra Franklin	Counselor/Case Manager
Mary Edmonds	Classroom Teacher
Yvonne Boncy	Classroom Teacher
Sondra Thigpen	Classroom Teacher
Rufus Coleman	Principal

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James E McDade Elementary Classical School

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA					**Early Math** % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	82.2	86.0	95.0	99.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	87.7	90.0	93.0	95.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.7	55.0	65.0	70.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.1	55.0	65.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	90.0	94.0	96.0	99.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	92.0	95.0	97.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.0	50.0	60.0	70.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	50.0	60.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					**Explore - Math** % of students at college readiness benchmark	NDA			

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	96.2	97.2	98.2	99.2	**Misconducts** Rate of Misconducts (any) per 100	0.0			

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	99.1	100.0	100.0	100.0	**ISAT - Reading** % of students exceeding state standards	74.1	78.0	85.0	90.0
ISAT - Mathematics % of students meeting or exceeding state standards	98.3	100.0	100.0	100.0	**ISAT - Mathematics** % of students exceeding state standards	73.3	78.0	85.0	90.0
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0	**ISAT - Science** % of students exceeding state standards	77.4	80.0	85.0	90.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	--->		**3**
	• 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.	If the school continues to use the data from interim assessments such as achievement network and nwea, students and teachers will be able to reach growth targets.	
	Principal Leadership	--->		**3**
	• 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.	If the principal creates a professional learning system that evaluates teachers' needs through the use of regular data meetings, staff meetings, and focused professional development, this will help the school establish a more rigorous curriculum and support priority goal number 1. If the principal creates a system for the empowerment of families by providing accurate information on school performance, clarity on student learning goals, families will be empowered to take ownership in their children's learning and thus helping the school achieve priority goals 1 and 2.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• 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	If the teachers remain invested in the success of the school through various committees, teams, mentorship, coaching, this will help the school to fullfil its mission statement of creating learners who are active, responsible, self-motivating and problem solvers.	

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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	If the ILT leads the work of improving teaching and learning school-wide, then the school will reach it s goal of having 90% percent of the students exceeding in reading and math. If the establishes partnerships with universities, then this will advance the school's strategic focus on reading and math.	
Monitoring and adjusting	-->		**3**
• 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.	If we continue to analyze the data from NWEA, Achievement Network, and ISAT through data meetings and collaborative planning time, staff members and students will receive the necessary support to make students college and career ready.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	If each grade level continues the use of a year-long scope and sequence and by using curriculum maps and also back mapping, then students will reach priority goal number 1. By having a common units of instruction, then students will experience common core aligned literacy instruction supported by high quality texts, priority goal number 1.	
	Instructional materials	-->		**4**
	• 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).	By using a school-wide math and literacy series, then students will be provided a rigorous course of instruction to exceed above 50% growth target in reading and math.	

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	-->		**4**
• 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.	By using a set of comprehensive set of assessments (nwea, achievement network), to monitor student learning on a frequent basis, then the school is able to provide reading and math intervention for all students and be able to monitor progress throughout the school-year. By having assessment accommodations and modifications, then students with disabilities are able to appropriately demonstrate their knowledge and skills, thus helping the school to achieve priority goal number 2. By using consultative logs and meetings between the special ed and regular ed teachers, then the school is able to monitor the progress of students with disabilities.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• 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.	By using Junior Great books, then teachers are using low and high level questioning techniques that promote student thinking and understanding, then ensure the completion of priority goal number 1. By using ST Math, then students are able to use spatial and temporal relationships to support differentiated instruction and the achievement of priority goal number 3. By using MAP Reading and MAP Math, then teachers are able to provide support for instruction to achieve priority goal number 1.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• 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.	By having a systemic approach to administering screening assessments to identify students in need of academic intervention (achievement network, NWEA), then the school is able to identify students in need of RTI intervention, thus supporting priority goal number 2. By having the computer lab open before and after school, then the school is able to provide web-based assistance to students having difficulty in reading or math, thus supporting priority goal number 2 and priority goal number 3. By having a homework club that meets to assist students with their homework, then the school is able to provide differentiated instruction to students and supporting priority goal number 3.	
Whole staff professional development	-->		**4**
• 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.	By having the professional committee meet on a consistent basis and plan a year long focus, then this ensures that professional development will be on-going, job-embedded and relevant to teachers to ensure that priority goal number 1 will be met. By providing a wide-range of professional development(common core, writing, reading, smart technologies), then ensures that professional development is aligned to school-wide priorities and growth goals.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• 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.	If teachers have common planning and collaborative time, then they will be able to do long term unit planning and discuss progress monitoring data for students receiving intervention and that supports priority goal number 2. If there are regular team meetings with specialists where protocols are in place, then the instructional needs of the students at McDade and that supports priority goal number 1.	
	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.	If teachers consistently receive quality feedback that supports their individual growth, then teachers will be able to provide the core instruction that is need to move students beyond the 50% growth target.	

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	Typical School	Effective School	Evidence	Evaluation
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	If every staff member reinforces school expectations fro all students to aspire to college and career-ready standards, then then the school will be meeting the district's priority goal. This is done at McDade through morning exercises where the students expound on the school-wide expectations. Every student will have an opportunity for authentic leadership and student voice. By having a College Day program where students wear college gear and banners are displayed throughout the school, then students will build and maintain a college-going culture which also supports the district-wide priority goal.	
	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.	By having an active PTA that provides many activities for students (skating party, literacty night, family night, movie night, astronomy night, picnic), then students have adult advocates who care about them and supports them in achieving their goals of being successful in reading and math and supports priority goal number 1. If the school continues to have a Hispanic Heritage and African-American assembly programs, then the students classroom experiences will demonstrate a value of home, language and culture.	
	Behavior& Safety -->			**4**
	• 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.	If the school uses the Student Code of Conduct and PBIS Strategies, then there will be a consistent school-wide approach to student discipline that recognizes and builds on positive behavior. This supports the school goal of have 0% cases of misconduct. If the staff and principal maintains an open door policy, then this will help to establish and maintain a safe, welcoming school environment which in the long run will help support priority goal number 1.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• 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.	If the principal and teachers provide clear information for families on student expectations, then students will be able to meet the district's goal of college and career-ready. This is accomplished through parents' meetings, weekly newsletter, a back to school night, academic center night, open houses and transitional meetings. These activities supports priority goal number 1.	
	Ongoing communication	-->		**4**
	• 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.	If the staff engages in communication with families through the school's web page, weekly newletter, special announcement e-blasts, texting, phone calls and conferences, then families can support student learning at home and this supports priority goals number 1 , 2 and 3.	
	Bonding	-->		**3**
	• 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.	By establishing an open door policy where parents can visit the school, then the school is establishing a non-threatening welcoming environment which supports priority goals number 1 and 2. This is done through history fair, science fair, math fair, math night, literacy night and family night.	

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	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.	If the school provides a social worker, counselor, and nurse, then the staff is conducting outreach to families in need of specialized support and this help students reach district goals of college and career-ready. This indirectly supports priority goal number 1.	
	College & Career Exploration and election	-->		**2**
	• 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.	If the school would establish partnerships with colleges and universities, then the student would get the information necessary to make informed decisions about selecting college and careers. This will support the district-wide goal.	
	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.	If the school continues to encourage students to attend academic centers, then students will be able to experience a rigorous academic program that will prepare them for college and career aspirations and goals. This is done through a limited College Day program. This also supports the district's goal of college and career ready.	
	Enrichment & Extracurricular Engagement	-->		**4**
	• 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.	By having a wide range of extracurricular and enrichment opportunities(ballroom dancing, mad scientist, string ensemble, jazz band, basketball, choirs, chess club, homework club, dancing around the world and string ensemble), then this builds leadership,	

6: College and Career Readiness Supports

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
D I M E N S I O N	***College & Career Assessments***	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school promotes preparation and participation in college and career assessments by having an annual college and career day.	
	College & Career Admissions and Affordability	-->		**2**
	• 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.	If the school establishes grade level meetings and transitional meetings for students, then this will ensure effective transitions in kindergarten and at each benchmark grade. This will support priority goal number 1.	

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.	If the school provides many staff development opportunities for teachers, students will be able to benefit with new instructional techniques which will improve instruction and meet priority goals number 1 and 2. If the school pursues opportunities for outside funding, then the students will receive tutors, programs and student teachers from university partners and helps the school reach priority goals 1, 2 and 3. School will reach out to local businesses such as Jewel, Target and McDonalds to meet student and staff needs.	
	Building a Team	-->		**2**
	• 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.	If there is a hiring committee in place, then the school could work actively to build a pool of potential candidates which could address the needs of students and staff.	
	Use of Time	-->		**3**
	• 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.	If the school designs a schedule that incorporates common planning time, then student needs and school-wide growth targets will be achieved. The school has established an RTI and enrichment period where struggling students will receive structured intervention in a dedicated block and able students will receive enrichment in a dedicated block.	

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

The mission of the McDade Classical School is to prepare and develop a community of learners who are active, responsible, self-motivating and self-evaluating life-long learners who think critically, problem-solve, communicate effectively, and respect themselves and others.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Staff will provide common core aligned literacy instruction supported by high quality texts.	We have need to implement a more rigorous literacy and math curricula as we have below 50% meeting growth targets in literacy and math for all grades.
2	Staff will provide reading and math intervention to students identified on the beginning of the school-year assessments and monitor progress throughout the school-year.	We scored our school a "3" in intervention on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.
3	Staff will use technology to support differentiated instruction.	Based on the trends in the school's data, there seems to be a need to change some instructional practices.
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
Staff will provide common core aligned literacy instruction supported by high quality texts.	We have need to implement a more rigorous literacy and math curricula as we have below 50% meeting growth targets in literacy and math for all grades.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff will have professional development for the implementation of Common Core and the alignment with literacy instruction. Staff will have the opportunity to purchase high quality texts.	Professional Development	All	Instructional Leadership Team	Summer 2012	On-going	On-Track	

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
Staff will provide reading and math intervention to students identified on the beginning of the school-year assessments and monitor progress throughout the school-year.	We scored our school a "3" in intervention on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
At the beginning of the school year students will be given the NWEA test to determine RIT scores.	Instruction	All	Instructional Leadership Team	Quarter 1	On-going	On-Track	

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2012-2014 Continuous Improvement Work Plan

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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
Staff will use technology to support differentiated instruction.	Based on the trends in the school's data, there seems to be a need to change some instructional practices.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will use smartboards, kindles, i-pads and computers to differentiate instruction for students.	Instruction	All	Staff	Quarter 1	On-going	On-Track	

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