



2012-2014 Continuous Improvement Work Plan

Francis M McKay Elementary School

Midway Elementary Network

6901 S Fairfield Ave Chicago, IL 60629

ISBE ID: 150162990252346

School ID: 610067

Oracle ID: 24451



Mission Statement

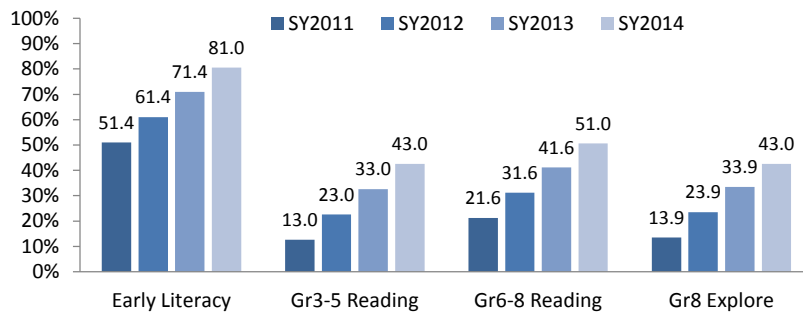
To empower all students to become critical thinkers, successful citizens and life-long, active and avid learners. Our aspiration is to fuel all stakeholders with the desire to take responsibility in the commitment of preparing every student for academic, civic and social success in a global society.

Strategic Priorities

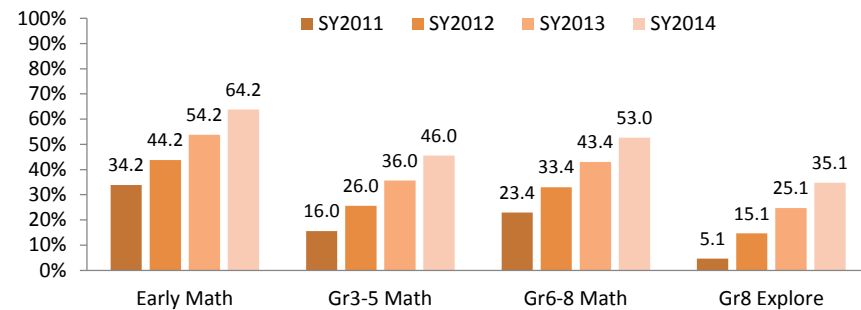
1. Academic Achievement: Teachers will align literacy, math and content area instruction to Common Core Standards supported by high quality text, technology and the REACH Framework for all student populations.
2. Safe Learning Environment: Staff will effectively use PBIS, CHAMPS and Conflict Resolution strategies as part of a schoolwide positive behavior and mental health support model to maintain a safe and secure, student centered school environment for all student populations.
3. Engagement of ALL Stakeholders: Create a school environment that promotes active engagement, accountability and collaboration of all stakeholders to maximize student achievement.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:

Francis M McKay Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dawn Prather-Hawk	Principal
Dorothy Walker	LSC Member
LaTanda Terry-Graves	Counselor/Case Manager
Zarita Beal	Lead/ Resource Teacher
Kimberly Luhan	Assessment/Data Faculty
Belinda Carter	Parent/ Guardian
Gwane Washington	Special Education Faculty
Eloise Orr	ELL Teacher
Holly Charles	Classroom Teacher
Marilyn Anderson	Classroom Teacher
Bridget McNear	Classroom Teacher
Mary Wright	Support Staff



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	51.4	61.4	71.4	81.0		Early Math % of students at Benchmark on mClass	34.2	44.2	54.2	64.2
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	13.0	23.0	33.0	43.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	16.0	26.0	36.0	46.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	33.2	43.2	53.2	58.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	47.6	57.6	67.6	76.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.6	31.6	41.6	51.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	23.4	33.4	43.4	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.5	57.5	67.5	74.3		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	59.1	69.1	71.1	78.2
8th Grade										
Explore - Reading % of students at college readiness benchmark	13.9	23.9	33.9	43.0		Explore - Math % of students at college readiness benchmark	5.1	15.1	25.1	35.1



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.5	95.0	96.5	98.0					
					Misconducts Rate of Misconducts (any) per 100	9.1	8.0	7.0	5.0

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	50.4	60.4	70.4	77.4		ISAT - Reading % of students exceeding state standards	5.7	6.8	8.2	9.9
ISAT - Mathematics % of students meeting or exceeding state standards	56.7	66.7	76.7	84.4		ISAT - Mathematics % of students exceeding state standards	5.7	6.8	8.2	9.9
ISAT - Science % of students meeting or exceeding state standards	53.0	63.0	73.0	80.3		ISAT - Science % of students exceeding state standards	1.8	4.0	6.0	8.0

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.**

DIMENSION 1: Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action			3
<ul style="list-style-type: none">• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.• The school has a plan but may have too many competing priorities.	<ul style="list-style-type: none">• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.• The school has established a clear theory of action or strategic plan that outlines the school’s priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	<ul style="list-style-type: none">**Approximately 95% of McKay teaching staff has been exposed to writing lesson plans using Common Core Standards.** Teachers utilize common planning time to develop grade level appropriate lessons (Reading, Math and Science)** Ongoing school-wide and teacher generated assessments are used for all students.** Implementation of literacy strategies across content areas.** Instructional practices are data driven and aligned to Instructional Best Practices(ie. Scantron, ISAT, Common Core and Dibels) student work.**Student work samples are analyzed and used to enhance and	
Principal Leadership			4
<ul style="list-style-type: none">• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.• Principal monitors instructional practice for teacher evaluations.• School-wide or class specific vision is not consistently focused on college and career readiness..• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	<ul style="list-style-type: none">• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.• Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	<ul style="list-style-type: none">**Provide and maintain a safe, nurturing environment that sets high expectations and cultivates motivation to teach and learn.**The principal provides instructional leadership through<ul style="list-style-type: none">-Coaching (formal/informal observations with feedback)- Encouraging professional growth (provide time for teacher collaboration on half-day schedules, professional development calendar, grade level meetings and days of student non-attendance.)- Promoting community/school relations (Family Math, Family Reading, Black History Celebrations, Game Nights, Ballroom Dancing and various multicultural events.)- Co-teaching models used with Tier II students during Saturday School.-Instilling high school and college career goals through information displayed for scholars, staff and parents.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - 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 	<p>**We have various opportunities for our staff to participate in committees listed but not limited to:</p> <ul style="list-style-type: none"> * ILT membership * RTI Team * Mentor teacher * Whole staff meetings * Union representation * Extracurricular coach * Family liaison * Grade/course team leader * CIWP Team * Bilingual Team * Data Team * PBIS Team <p>** Data informed decision making</p> <p>** After returning from Professional Developements teachers are given the opportunity share effective practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none">• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.• ILT engages in changes to practice in response to voiced concerns.• ILT analyzes student test data if new data is available.	<ul style="list-style-type: none">• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.• The ILT leads the work of improving teaching and learning school-wide• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly	<ul style="list-style-type: none">* ILT Team consists of representation from every grade level and cycle (primary, intermediate, upper, special ed) and Data Team* ILT meetings are held regularly, bi-weekly from 90-120 mins in which analyzed data is used to guide curriculum and instructional processes* Each member reports to and supports their specific grade level during weekly meetings and leads school wide professional development on 1/2 days around standards based and data informed instruction* ILT participates in facilitating ongoing data analysis sessions and curriculum planning workshops to help ensure data Informed Instruction* ILT provides action plans with SMART goals aligned to benchmark data to teachers and allows grade levels to alter plans according to their individual need* Data informed decision making, action planning and strategy implementation at grade level* Monitoring of instruction and program implementation, modicifactions and improvement	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none">• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	<ul style="list-style-type: none">• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	<ul style="list-style-type: none">**Teachers participate in weekly grade level meetings, monthly data meetings and 1/2 day Staff Development sessions to collaborate, plan and review student artifacts. This time is also spent analyzing data. Data includes benchmark assessments, weekly assessments, student writing samples and content area projects** Teachers also use classroom assessment along with District-wide assessment data to plan lessons as well as confer with each student individually to set immediate goals/plans for success.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>**Teachers currently utilize Language to Literature (6-8), Everyday Mathematics (K-5), Math Thematics (6-8), FOSS Science (K-6), Sepup Science (6-8) as instructional practices.</p> <p>**CCS alignments, IL Framework assessments, Dibels and M-Class as tools for 5 week curriculum mapping to guide instruction.</p> <p>** Provide daily small group instruction (including Guided Reading and Literature Circles)</p> <p>** Implement CMSI programs with fidelity and provide daily small group instruction and individual student conferencing.</p> <p>** Teachers participate in ongoing Data Analysis and Planning for Data Informed Instruction workshops.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>** Programs used are K-5 Harcourt, StoryTown, 6-8 McDougal Littell, K-5 Everyday Math and 6-8 Math Thematics.</p> <p>** Daily use of anchor charts, manipulatives, modern technology (ie., overhead projectors, ELMO's, smart boards, computers, calculators, iPads, etc) to enhance teaching and learning in the classroom.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> **School data walls, classrooms data walls and binders and student data forms are used to enhance and inform instruction **Grade level teams use of Formative and Summative Assessment results (Scantron, Common Core, ISAT, Access, Dibels, M-Class, Classroom, Reading, Writing, & Math Short and Extended Response, Portfolios) are used to inform and plan for instruction **Student work samples are used to guide instruction **All classroom and resource teachers have access to student's IEP's to provide proper modifications for all instruction and testing. Modifications and accommodations include technology, peer tutors, testing modifications, extended time on task, isolation and/or writing in native language. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> ** Posting of objectives informs the scholars what is expected from the lesson. The teacher addresses the objective before, during, and after the lesson to ensure the scholars work is aligned to the standards. ** There are different closing activities to ensure scholars are aware of what was learned that day. (<i>K-W-L charts, parking lot activities, exit slips and class discussions to name a few.</i>) ** Journal activities across the content areas to document student learning. ** Weekly Lesson Plans aligned to CC and pacing guides. Usage of Teaching for Learning Rubric and Teach Like a Champion Strategies Implementation, HOTS/Rigor, CMSI Program Initiatives, Differentiated Instruction and The Optimal Teaching Model. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>**There are various interventive measures taken within our school (RTI Tiers 1&2, Dibels, M-Class, Scantron, CCSS, Classroom Assessments, Read 180, BURST)</p> <p>** Although there are some more effective than others, we find a few interventions to be inconsistent due to the unfamiliarity by the staff.</p> <p>** There is a great deal of support given in small group, general ed push-in and resource pull-out programs. However, more time is needed to make sure these programs remain effective and consistent with documentation, anecdotal notes and graphs to track the progress of interventions for RTI.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>** Staff Development Days (1/2 day student attendance) are instituted to promote vertical and horizontal articulation among teachers for data analysis, collaboration and instructional planning.</p> <p>** More communication is needed to ensure professional development is ongoing and relevant.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>**Collaborative weekly grade level meetings (i.e. analyze data, analyze classroom assessments, review student artifacts and plan lessons aligned to CCSS.)</p> <p>** Teachers meet with Math and Literacy coaches to analyze data to classroom instruction, small group instruction and RTI.</p> <p>**Teachers examine student work to identify strengths and deficiencies. (classroom assignments, homework, journals and teacher generated assessments.)</p> <p>** All teachers have equity of voice when discussing issues regarding teaching and learning during grade level meetings and professional development.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>**Consistency needed with Teacher-Teacher observations/evaluations.</p> <p>** No written documentation for set induction support team, support given is more informal.</p> <p>** Professional development plans are geared towards grade level not individuals.</p> <p>** With the new teaching framework we will identify teacher strengths and areas to be supported.</p> <p>** Set up a system for consistent teacher support.</p>	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> ** AVID program strategies are implemented (i.e. student, planners and binders for organization, journaling, Cornell note-taking and tutorials.) ** College awareness implemented through students researching colleges and displays of information gathered through display boards, pictures and research papers. (Colleges and Universities are highlighted by individual teachers. Historically Black Colleges are highlighted during Black History Month.) 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> ** Approximately 75% of students at McKay exhibit respect towards parents, staff and peers. **Some students with ongoing behavior issues participate in the PBIS check in system daily ** Staff appropriately responds to disrespectful behaviors by redirecting them, verbal warnings, positive intervention through PBIS and Champs, and other more restrictive behavior modifications. ** Students with disabilities and ELLs are involved in all school related activities (i.e. sports, clubs, dance and after-school tutoring programs) ** Para Professionals and School Security monitor the halls and assist to ensure the safety of scholars and teachers. 	
	Behavior & Safety ----->			4
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> ** There are a number of strategies used to monitor student behavior and safety: <ul style="list-style-type: none"> * Strong Administrative presence * Staff/parent volunteer to greet scholars daily at the main entrance * Teachers actively on duty daily in/outdoors * Security personnel posted in halls and throughout building * Parent/Student Patrol * Use of PBIS and Champs * Scholar of the Month and Schoolwide Awards Assemblies 	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides quarterly parent meetings where expectations and visions are discussed to determine where our scholars should be at the end of the school year. Monthly publications of McKay's Newsletter are used to keep parents informed on important events and information. Parents are given access to community board agencies per school's guidance counselor. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>There is an open line of communication between parents and school through the use of monthly school newsletters, quarterly report cards, quarterly progress reports, documented phone calls, home visits and parent notifications.</p>	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Our school climate is one that is bright, lively, warm and inviting through the displaying of School's vision and mission, colorful walls of encouragement, scholar work, PBIS and CHAMPS expectations and illustrations. Principal sponsors activities that include parent involvement during Open House, Family Night and special events hosted by staff and/or scholars. Monthly PBIS events and performance based incentives are planned Ongoing incentive initiatives are appropriately planned for different age, grade and disability levels 	

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.**

N 6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>** There is SES tutoring offered during 3/4 of the school year through the District.</p> <p>**Staff provides non-SES tutoring before/after school year round as well as Saturday Excel Academy to the students in need.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>** High School Fair held at the school.</p> <p>** AVID program strategies</p> <p>** Mentoring activities</p> <p>** Exposure to High Schools and Colleges through projects and visits.</p>	
	Academic Planning ----->			2
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>** Limited academic planning for higher and secondary education.</p> <p>** High School counselor visits</p>	
	Enrichment & Extracurricular Engagement ----->			3
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>** Students are exposed to various extracurricular activities such as sports, dance, pom pon, academic clubs, and student patrol, Color Guards, Scouts, Science Club, Math tutoring</p>	

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 ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	** Students in 8th grade participate in practice EXPLORE testing	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	** Parent communication for Kindergarten, 3rd, 6th and 8th grades is vital. This communication is done through monthly newsletters, parent meetings and workshops to ensure promotional criteria is understood and met by all. Quarterly parent meetings are held to discuss academic issues and concerns	

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 ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> ** Funds allocated for smaller class size ** Supplemental resources for all student population including Special Ed and ELL classes ** Leveled readers across content areas ** Supplies for Reading, Math and Science ** Technology enhancements for instruction ** Before/During/After-school enrichment programs ** Teacher leadership teams ** Professional Development ** PBIS/AVID Implementation 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> ** School attends job fairs for potential qualified candidates ** Teacher mentors for grade-level cycles ** Parent Involvement teams ** Staff/grade level chair involved in the interviewing process of new employees. 	
Use of Time ----->				3
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> ** School requires time distribution and small group schedules to accommodate student needs. ** RTI, Data Analysis and Differentiated Instruction is used in the modifications and accommodations for these students. 	

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

To empower all students to become critical thinkers, successful citizens and life-long, active and avid learners. Our aspiration is to fuel all stakeholders with the desire to take responsibility in the commitment of preparing every student for academic, civic and social success in a global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<u>Academic Achievement:</u> Teachers will align literacy, math and content area instruction to Common Core Standards supported by high quality text, technology and the REACH Framework for all student populations.	Based on ISAT, SCANTRON, DIBELS and student work samples we must implement a rigorous literacy, math and content area curriculum to improve and ameliorate student achievement to a minimum of 75% of the student population meeting or exceeding Common Core Standard expectations.
2	<u>Safe Learning Environment:</u> Staff will effectively use PBIS, CHAMPS and Conflict Resolution strategies as part of a schoolwide positive behavior and mental health support model to maintain a safe and secure, student centered school environment for all student populations.	Based on our rate of student acts of misconduct and the my school my voice survey results, we must continue to improve classroom management, instructional strategies and the overall school learning climate while increasing the rigor of our curriculum to ameliorate student achievement to a minimum of 75% of the student population meeting or exceeding CCSS and the Student Code of Conduct.
3	<u>Engagement of ALL Stakeholders:</u> Create a school environment that promotes active engagement, accountability and collaboration of all stakeholders to maximize student achievement.	Based on parent involvement rates, community involvement and ongoing student ownership for learning; we must create an environment that promotes active engagement, accountability and collaboration of all stakeholders to maximize student achievement.
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
Academic Achievement: Teachers will align literacy, math and content area instruction to Common Core Standards supported by high quality text, technology and the REACH Framework for all student populations.	Based on ISAT, SCANTRON, DIBELS and student work samples we must implement a rigorous literacy, math and content area curriculum to improve and ameliorate student achievement to a minimum of 75% of the student population meeting or exceeding Common Core Standard expectations.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use appropriate data to plan for instruction	Instruction	All	Administration	Summer 2012	On-going		
Consistently implement backwards planning model	ILT/ Teacher Teams	All	Administration and Teachers	Summer 2012	On-going		
Implement appropriate RTI strategies	ILT/ Teacher Teams	All	Administration and Teachers	Quarter 1	On-going		
Ensure that CCSS curriculum resources and effective instructional strategies are used to provide rigor	Instruction	All	Administration and Teachers	Quarter 1	On-going		
Align resources and professional development to CCSS implementation	Instruction	All	Administration and Teachers	Summer 2012	On-going		
Collaboration within and across grade levels to determine appropriate differentiated activities and how available resources can be used to plan for appropriate instruction	ILT/ Teacher Teams	All	Administration and Teachers	Quarter 1	On-going		
Monitor and support systemic use of curriculum and instructional strategy implementation and resources	ILT/ Teacher Teams	All	Administration and Teachers	Quarter 1	On-going		
Establish model classrooms, academic galleries and student portfolios to serve as exemplars for teachers, students and parents	ILT/ Teacher Teams	All	Administration and Teachers	Quarter 2	On-going		
Continue to implement and revise a systemic monitoring tool to track student progress in all academic areas	ILT/ Teacher Teams	All	Administration and ILT	Summer 2012	On-going		
Implement the REACH Framework for all teachers	Instruction	All	Administration and ILT	Quarter 1	On-going		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Safe Learning Environment: Staff will effectively use PBIS, CHAMPS and Conflict Resolution strategies as part of a schoolwide positive behavior and mental health support model to maintain a safe and secure, student centered school environment for all student populations.	Based on our rate of student acts of misconduct and the my school my voice survey results, we must continue to improve classroom management, instructional strategies and the overall school learning climate while increasing the rigor of our curriculum to ameliorate student achievement to a minimum of 75% of the student population meeting or exceeding CCSS and the Student Code of Conduct.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Secure, utilize and sustain resources to implement safety and security practices aligned to CPS requirements and McKay needs	Staffing	All	Administration	Summer 2012	Summer 2012		
Improve PBIS and Champs program strategies	ILT/ Teacher Teams	All	Administration PBIS Team and Teachers	Quarter 1	On-going		
Fully implement programs and activities to promote positive character education, life skills and mental health and wellness	Professional Development	All	Administration and Teachers	Quarter 1	On-going		
Implement a conflict resolution program	Instruction	All	Administration and Teachers	Quarter 2	On-going		
Implement a bullying program	Instruction	All	Administration and Teachers	Quarter 1	On-going		
Implement a health program aligned to PE initiatives	Instruction	All	Administration and Teachers	Quarter 1	On-going		
Develop and implement a systemic discipline plan for Teir I and Teir II behaviors	Instruction	All	Administration and Teachers	Summer 2012	On-going		
Provide necessary equipment, professional development and materials to enhance behavior interventions	Supplies	All	Administration and Teachers	Quarter 1	On-going		
Implenent appropriate RTI strategies for Tier II and Tier III behavior students	Instruction	Other student group	Administration and Teachers	Summer 2012	On-going		
Continue to implement a systemic monitoring tool to track student behaviors	ILT/ Teacher Teams	All	Administration and Teachers	Quarter 1	On-going		



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
Engagement of ALL Stakeholders: Create a school environment that promotes active engagement, accountability and collaboration of all stakeholders to maximize student achievement.	Based on parent involvement rates, community involvement and ongoing student ownership for learning; we must create an environment that promotes active engagement, accountability and collaboration of all stakeholders to maximize student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide a system for student accountability and ownership for learning	Instruction	All	Administration, ILT, Teacher Teams	Quarter 1	On-going		
Provide and implement a comprehensive program of services that engages and assists parents and the community in supporting our student's academic achievement	LSC/ PAC/ PTA	All	Administration, Teachers and Parents	Quarter 1	On-going		
Increase active stakeholder participation in school programs through parenting workshops and parent volunteer days	Instruction	All	Administration and Teachers	Quarter 1	On-going		
Solicit an external partner to provide, promote and support resources for academic achievement, curricular, extracurricular and community involvement	Other	All	Administration and Teachers	Summer 2012	On-going		
Collaborate with higher education partners to provide articulation of expectations of higher learning and mentorship	Instruction	All	Administration and Teachers	Summer 2012	On-going		
Better involve stakeholder groups in the strategic planning process	Parental Involvement	All	Administration, ILT, Teacher Teams	Quarter 1	On-going		
Foster a greater understanding of academic expectations and requirements with parents and community members through quarterly informational workshops	Instruction	All	Administration, Teachers and Parents	Quarter 1	On-going		
Improve communication between internal and external stakeholders through an updated website and school brochure	Equipment/ Technology	All	Administration and Staff	Summer 2012	On-going		
Implement a systemic monitoring tool to track parent and community involvement	Equipment/ Technology	All	Administration	Quarter 1	On-going		

Strategic Priority 3

[illegible]

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

[illegible]

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

[illegible]