



**2012-2014 Continuous Improvement Work Plan**

**James B McPherson Elementary School**

Ravenswood-Ridge Elementary Network

4728 N Wolcott Ave Chicago, IL 60640

ISBE ID: 150162990252349

School ID: 610070

Oracle ID: 24471



**Mission Statement**

James B. McPherson Elementary School’s mission is to create College and Career ready individual through the integration of a varied and rigorous curriculum with emphasis in literacy, mathematics and the sciences supported by researched based strategies through the CCSS , 21st Century Learning, technology and quality professional development. All general education, special education and English Language Learners are ensured the opportunity to learn through a reflective and differentiated curriculum enhanced by extended day, enrichment curricula and International Baccalaureate programs. The school incorporates Best Practices, including parent and community involvement and incentive programs, whereby students are able to continue their journey into secondary and post-secondary education founded on the basis of knowledge and understanding,

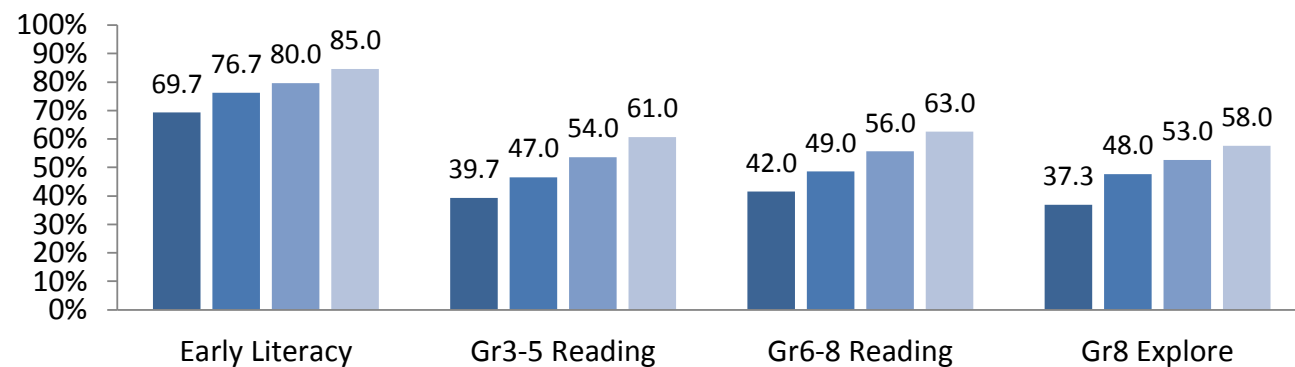
**Strategic Priorities**

1. Literacy/Writing : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives Implementing with high fidelity, researched based curriculum, identifying gaps in the curriculum and supplementing with available
2. Math : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives Meet school performance targets in mathematics, zeroing in on the discrepancy between subgroups. Implement Beginning-of-Year, Mid-Year, and End-of
3. Science : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives. Meet school performance targets in science, zeroing in on the discrepancy between subgroups. Teachers will use our leveled book room and Reading A-Z,
4. Family/Community Involvement: Improve parent and community connection to the school and students with particular emphasis on parent reinforcement of learning. Parent workshops on different skills pertaining to reading and math will be offered. Parents will also receive booklets on how to help their child at home.
5. College and Career Readiness: Increase awareness and academic skills preparation for college and career readiness with a school wide focus.

**School Performance Goals**

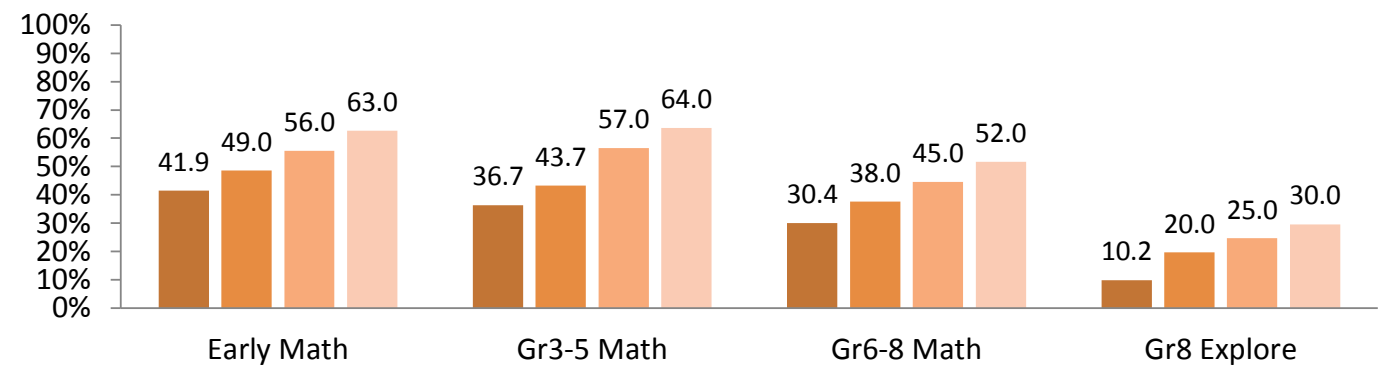
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# 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](http://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 B McPherson 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
Carmen A. Mendoza	Principal
Edward Breen	Assistant Principal
Giovanna Atteo	Counselor/Case Manager
Cristina Suarez	Support Staff
Mary Romano	Support Staff
Jacqueline Romano	Classroom Teacher
Mary Warnicki	Classroom Teacher
Michael Carlson	LSC Member
Kimberly Camacho	Support Staff
Tania Czerkas	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	69.7	76.7	80.0	85.0		<b>Early Math</b> % of students at Benchmark on mClass	41.9	49.0	56.0	63.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	39.7	47.0	54.0	61.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	36.7	43.7	57.0	64.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	47.4	54.0	61.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.7	59.0	66.0	73.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	42.0	49.0	56.0	63.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	30.4	38.0	45.0	52.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	43.4	50.4	57.0	64.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	34.1	41.0	48.0	55.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	37.3	48.0	53.0	58.0		<b>Explore - Math</b> % of students at college readiness benchmark	10.2	20.0	25.0	30.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	96.5	97.0	97.5	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	1.2	1.0	0.5	0.3

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	72.2	80.0	85.0	90.0		<b>ISAT - Reading</b> % of students exceeding state standards	15.9	25.0	30.0	35.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	82.1	85.0	88.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	15.4	25.0	30.0	35.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	78.3	83.0	87.0	90.0		<b>ISAT - Science</b> % of students exceeding state standards	17.0	27.0	33.0	38.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>James B. McPherson has implemented AVID, a college readiness system designed to increase school wide learning and performance. This system accelerates student learning, is research based, and provides meaningful professional development.</li> <li>Through data analysis our school has determined a priority is to increase the use of higher order thinking and questioning among our staff and students.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>The principal fosters the school wide RTI Block to support all learners from K to 8th grade and a planning committee to review student progress as tracked by data that teachers manage through monitoring.</li> <li>The Danielson Model for teacher observation including pre and post conferences and formal and informal observation is followed. During the teacher evaluation process, the Principal discusses not only what is observed, but also how what is observed relates to the standards as well as data that impacts student progress.</li> <li>The Principal has set many systems in place to support college and career readiness. College Day, Career Night, College banners in lunch room increase college awareness.</li> <li>The Principal fosters a culture of communication and support via parent meetings throughout the year, having an open-door policy with teachers, parents, students and community members, implementation of parent and teacher handbooks and use of school marquee and school web site.</li> <li>In terms of community and family involvement, the Principal supports room parent volunteers, toddler time for the very young, Junior Achievement, parent volunteers that spearhead opera events and art programs for the students.</li> <li>Principal has allotted time many initiatives to support student growth via teacher professional development via grade level meetings that address the core standards, outside consultants and resources , and creation of and implementation of teacher resource room with leveled books.</li> <li>Principal shares vision with teachers at the beginning of the year defining our school problem of practice. Teachers collaborate on ways to improve instruction focusing on the problem of practice. In addition to the problem of practice, teachers are given the opportunity to work collaboratively to build their knowledge base in regards to the CCSS.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are invested in McPherson’s success. They meet on weekly on a regular basis with grade level note taker via the Performance Management model. Representatives from the grade levels report out. Teachers run grade level data teams to discuss and review student progress to meet student needs and raise expectations.</li> <li>• Teacher leaders are evident as grade level team leaders, coordinators of after school extracurricular activities, members of the ILT, and teachers within the administrator team.</li> </ul>	

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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>Assessment team provides ongoing training to teachers. As staff increases new staff members are trained throughout the year to maintain an integrated level of implementation. Time is allotted on the school calendar for data conversation with all stakeholders (students, parents, teachers, and community members). The ILT is made up of representatives from Primary, Intermediate and Upper grades departments, also included on the team are representative from ESL, Special Ed and administration. The team meets bi-weekly to address progress and strengthen school programs. The ILT team meets to review needs of the school as they analyze district wide and school data. Members of the team focus HOTS and increasing rigor via the CCSS and other instructional practices. Level representatives share information and develop action plans with PD for all teachers to provide input and ownership; ie: Unwrapping the CCSS and HOTS poster developments.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Our teachers and administration begins the year with a review of current and existing data from DIBELS, SCANTRON, ISAT, IAA, and curriculum based assessments in order to schedule students in intervention groups. Then, we analyze universal screening data at least three times a year after each benchmark assessment. In addition, teachers analyze formative data at least once a week as part of their common planning time. RTI team meets bi-weekly for tiers 2 and 3 students. The focus of this year goes back to the Problem of Practice-higher order thinking skills development and questioning- whenever data is analyzed. The focus of the implementation of this problem of practice is the evidence of its use through the peer observation approach where teachers visit each other in the classrooms.</li> </ul>	<b>4</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Scope and sequence plans are aligned to the state standard in every grade for every subject. Also vertical team planning for science and social studies. Pacing guide for our basal series from k-5 as well as writing. There is diversity in genres in the basal to support ELL and SWD.</li> <li>Curriculum mapping has been an integral underpinning of success at McPherson School. These maps are being aligned to the Common Core Standards with a focus on college and career readiness. Teacher teams are working together on the instructional plan for developing units for the 2012-13 school year. Lesson plan are developed with focus on integrating the Common Core Standards with the Illinois Standards.</li> <li>Planning as well as implementation of thematic units through a unit planner under the focus of International Baccalaureate model.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>DePaul lesson plan and web site are utilized that inform instruction with objective of mastery of the core standards.</li> <li>We are creating a leveled book rooms that address the differentiated needs of the students (Reading A-Z, Benchmark leveled books, RAZZ Kids)</li> <li>ELL materials with reading series, strategic intervention kit, fluency builder cards, and leveled readers.</li> <li>School wide implementation of Wilson Reading Program for learners at all levels within the special education programs</li> <li>Everyday Math from grades K to 5th</li> <li>A variety of supplemental materials and manipulatives in the teacher resource room. Each classroom provided \$100.00 to spend on Scholastic books to replenish classroom libraries.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic grade book allows for immediate feedback for parents, teachers, and administration.</li> <li>• SCANTRON , DIBELS, mClass Math, TRC which provides immediate results, as well as resources which helps them meet their needs.</li> <li>• Teachers show differentiation thru SIOP, WIDA. Teachers show accommodation and modification in their lesson plans.</li> <li>• Teachers use a variety of formal and informal assessments as well as summative and formative assessments.</li> </ul> <p>Teachers are held accountable for accessing data and each grade level uses the assessment data to monitor student progress and determining which student move within the tiers based on the individual needs for instruction. Students are progress monitored and moved within teirs from data collected.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally communicates and visually posts content and language objectives for each lesson.</li> <li>• Teachers are more aware of their questioning techniques and being more purposeful in the development of their questioning, prior to instruction.</li> <li>• Formative assessments to monitor progress.</li> <li>• Teacher input of ten assessments for every subject per subject per grading cycle.</li> </ul>	

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	----->			<b>4</b>
	<b>Intervention</b>			
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>McPherson School implements a systematic approach to administer screening through SCANTRON to identify RTI groups. Teachers identify skill gaps with tools such as EasyCBM. Teachers meet every few weeks to reevaluate tier groups based on student progress monitoring results. We are looking to create a plan to improve the timeliness of adjustments of Tiers. McPherson school implements and RTI intervention block across all grade levels three times a week for reading and twice a week for math to provide small group supplemental instruction and individualized support. the RTI team meets bi weekly to evaluate and discuss student progress and collabrate with teachers on the instructional practices to utilized per students changing needs.</li> </ul>	
	----->			<b>3</b>
	<b>Whole staff professional development</b>			
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>There is a continuous plan for professional development. i.e. this year has been focused on Common Core and HOTS. We are incorporating with writing for the 2012-2013 school year. This is evidenced through teacher implementation and student work. We have created a our professional development spiral throughout the school year which spans a variety of professional development activities implemented via teachers and staff. Scaffolding occurs to ensure that development addresses the topics.</li> <li>Will start year long planning the evidence being professional development agendas, administrative observation logs of teachers.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Special ed teachers maintain consultation and collaboration logs on a weekly basis when conferring with general ed teachers and other support providers.</p> <p>Each quarter, the Ravenswood Network schedules training for ILT teams to collaborate with other school on the unwrapping of the CCSS. Training session/work session will be offer to teachers to better facilitate direct communication of the essential understanding and allow time for teachers to collaborate with the peers. There is always component of RtI and special education included in ALL planning ILT, Grade level, RTI, weekly vertical grade level, administration team, and data team all include special education and bi-lingual representatives.</p>	
	<b>Instructional coaching</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>New teachers are mentored from new teacher center and in house McPherson offers Ironing out the Wrinkles.</p> <p>Teachers are encouraged to drive their own professional development and share with staff.</p> <p>McPherson has adopted the Charlotte Danielson Teacher Observation tool which provides post observation feedback to the teacher. There is a literacy coach, an IB coach, bi-lingual lead teacher, instructional , special education, and administrative leaders all provide continuous support.</p> <p>McPherson school implements a year long AVID program complete with student class schedule, curriculum guide and AVID tutorial facilitators to promote organization, inquiry and college and career readiness.</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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>McPherson school is committed to full implementation of the AVID program; students are enrolled in year-long elective classes available within the regular academic school day. Evidence: master class schedule student class schedule, typical week –avid schedule, use of avid curriculum guide college awareness nights, junior achievement and career education. There is school wide career development and college day and career night. Electronic portfolio development for 6th through 8th graders focuses on college and career exploration called What’s Next Illinois. Students in grades K-5 have access PAWS in Jobland, focusing on career and exploration and research. Another evidence is post- secondary transition plan for graduating 8th grade children. In addition all 8th grader complete a five page research paper in MLA style to prepare for high school and beyond as well as APA style during science research. Finally McPherson displays college banner in the multipurpose room.</p> <p>McPherson school involves students in government with student council.</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students’ classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Rainbows program address the needs of students who experience grief and loss. Morning and afterschool tutoring, RTI with low teacher student ratio in order to build stronger relations and address individual needs. Students receive bilingual support on a daily basis. Every special education student is supported with inclusion model and extracurricular school activities. C4 (Community Counseling Centers of Chicago) provide counseling services in-house to support the social emotional learning needs of students. School supports multicultural events throughout the year: POSADA, Day of the Dead, Literacy Night with Cinderellas around the World.</p>	
<b>Behavior&amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Evidence exists in safe culture /environment McPherson follows/adheres to Student code of Conduct which is proactive in guiding students to positive behavior and correcting, redirecting and rendering consequences as needed. Principal reviews Student Code of conduct at beginning of year with all grade levels and has parent orientation meetings to discuss the importance of safety and security. Students and parents acknowledge receipt of. School disciplinarian enters misconducts as infractions events in the Verify system. School Disciplinarian keeps a log of misconducts. Teachers keep anecdotal records. PAWS positive behavior strategies. To support our students we have linked up with community agencies that provide counseling services to the parents and students within the school building. We have pupil support staff in the building anywhere from 3-5 days. School wide character education program. Monthly fire drills, disaster drills, tornado drills support school safety. We have sign in checks, video monitored bell entrances, cameras on the third floor, visitor passes. Medical emergency plans in place and peanut free zone. All staff must have ID on them at all times.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Beginning of the school there is a Kindergarten parent meet and greet at the beginning of the school year.</p> <p>Benchmark parental meetings, school website, open houses, coffee with the principal, school tours.</p> <p>There is the EXPLORE test-parent information meetings, high school preparation meetings provided by the school counselor. Local HS fair held at McPherson school for Junior high students to raise expectations and awareness of the performance impact the High selection process. There is a High School process meeting for parents, where parents are made aware of HS option based on student needs. Parents supplied with a local school Parent Handbook that describes all academic programs and the expectation of the Local School criteria.</p>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>o Gradebook, parent portal, website, marquee, memos, email, newsletters, informal communication, parental phone call, behavior chart, student agenda, remediation meetings, report card pick up (parent signatures).</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>Toddler time, ESL Adult Program, Open House, Literacy night career night, Coffee with the Principal, movie night, Parent room, Holiday Bazzare, The Walk-a-thon, Halloween Parade, the winter and spring assemblies, Battle of the Books, and after school library hours for parents and students.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	C4 Counseling Services provide to parents and students in the school setting. Pupil support services including domestic violence liaison, homeless education liaison, truancy officer. Head Start teachers do home visits.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	College & Career Exploration and Awareness McPherson School has introduced AVID, a college readiness system designed to increase school wide learning and performance. McPherson School has installed College Awareness Night, College banners in the multipurpose room, Career Night, Junior	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	AVID students take and use Cornell notes and have integrated the development of effective note taking skills for understanding rigorous content. Evidenced by Essentials Binders. Teachers from all grade levels received exposure to the EXPLORE College Readiness Standards and the premise of what the test involves in order to begin aligning instruction to the college readiness standards.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	McPherson offers many and diverse extracurricular and enrichment activities Evidence by variety show, Las Posadas, intramural sports, patrol, girl scouts, girls on the run, gardening, academic competition, community and service, art rooms, bull rooms, battle		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>AVID accelerates student learning and is research based. Its overall purpose is college awareness and college preparedness as evidenced of AVID's Eleven Essentials. College and career readiness is also tracked via What's Next Illinois? Which includes students' electronic portfolios 6-8 and PAWS in Jobland K-5.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<b>Transitions</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>McPherson facilitates the transition is between our head start students into Kindergarten also within our community, the early childhood community partnership. Students participate in High School Investigation day, Career night, and annual in-house high school fair. Special Education transition planning to support career readiness and exploration via the IEP process. All IEP's address transitions between general education and special education settings as well as transitions across activities as from PreK to K and 8th grade to High School. At each benchmark grade, a Grade</p>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	McPherson School distributes discretionary resources according to the needs of the students, teachers and school. Individual teacher grants, Friends of McPherson. All of discretionary funds are aligned to with strategic priority and identified needs. Parent Teacher Organization.	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	McPherson hires according to student needs. Additionally, student teachers are an integral part of the school's philosophy of learning. Teams are supports via the grade level meetings. McPherson School Administration uses a multi-step interview process includes a protocol for questioning and classroom lessons to demonstrate expertise, philosophy and commitment. Teachers are involved in this selection process.	
<b>Use of Time</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>McPherson ensures that all students' needs and goals are met through appropriate scheduling. All students are receiving RTI. The school schedule allows for regular staff vertical collaboration and across grade level. The master school schedule is designed to foster team collaboration and ensure common preparation time at least ___ a week. Student schedules are planned keeping in mind the needs of all students including ELLs and Students with disabilities in order to ensure maximum amount of instruction time is used.</li> </ul>	

## 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

James B. McPherson Elementary School's mission is to create College and Career ready individual through the integration of a varied and rigorous curriculum with emphasis in literacy, mathematics and the sciences supported by researched based strategies through the CCSS , 21st Century Learning, technology and quality professional development. All general education, special education and English Language Learners are ensured the opportunity to learn through a reflective and differentiated curriculum enhanced by extended day, enrichment curricula and International Baccalaureate programs. The school incorporates Best Practices, including parent and community involvement and incentive programs, whereby students are able to continue their journey into secondary and post-secondary education founded on the basis of knowledge and understanding, inquiry, and compassion. We strive to encourage life- long learners that are capable of being productive and conscientious members of our ever-changing global society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<p>Literacy/Writing : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives Implementing with high fidelity, researched based curriculum, identifying gaps in the curriculum and supplementing with available resources. We will provide reading interventions of students flagged in beginning of year screeners and monitor progress utilizing differentiation binders, vocabulary building, school data strategy binders, and leveled bookroom. We will look at improve writing workshop with rigor using writing workshop curriculum including daily scheduling (40min.), classroom environments, mini-lessons, and focus calendars. Both will gear instruction strategies target at students learner including the area of Bilingual/Multi-lingual Education: Develop the academic vocabulary of TBE/TPT students through co-planning and data analysis. Support curriculum instruction through focused academic vocabulary development setting goals in the development of understanding and acquisition, International Baccalaureate Programme: Increase academic rigor and expectations by providing more challenging and extended opportunities that deepen student learning and prepare them to continue in the IBMYP while Special Education: Meet school performance targets in an effort to increase performance levels from below to meets and meets to exceeds by increasing inclusive best practice models.</p>	<p>Literacy: This priority will help our school achieve goals by increasing student achievement in the meets and exceeds areas on district-wide standardized assessments.                      Writing: Writing is an area of weakness across all grade levels as indicated by ISAT extended response results as well as results on the DWWA for 8th graders.</p>

2	<p>Math : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives Meet school performance targets in mathematics, zeroing in on the discrepancy between subgroups. Implement Beginning-of-Year, Mid-Year, and End-of-Year Assessments to establish baselines for measuring students' growth over the year. Everyday Math for grades K-5 and HBJ Math for 6,7,and 8 will ensure continuity and alignment of the Common Core Standards. Teacher created formative assessments will allow teachers to formulate math groups pertaining to specific deficits. We will provide math interventions of students flagged in beginning of year screeners and monitor progress. Both will gear instruction strategies target at students learner including the area of Bilingual/Multi-lingual Education: Develop the academic vocabulary of TBE/TPT students through co-planning and data analysis. Support curriculum instruction through focused academic vocabulary development setting goals in the development of understanding and acquisition,International Baccalaureate Programme: Increase academic rigor and expectations by providing more challenging and extended opportunities that deepen student learning and prepare them to continue in the IBMYP while Special Education: Meet school performance targets in an effort to increase performance levels from below to meets and meets to exceeds by increasing inclusive best practice models.</p>	<p>Students in meet and exceed categories, in grades 3, 6, &amp; 8, will be targeted for increases ISAT, through the use of NWEA and Kindergarten through 2nd grades will use mClass Math. Students will be instructed through curriculum mapping to ensure that standards are met. Student progress will be monitored three times a year for progress. The overall percentage expectation for 2013 is ___% and 2014 is ___%.</p>
3	<p>Science : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives. Meet school performance targets in science, zeroing in on the discrepancy between subgroups. Teachers will use our leveled book room and Reading A-Z, Early Science Leveled Science Books for K-2 and National Geographic Ladders for grades 3-5 to supplement their science program allowing students to read science materials at their independent level as well as at their grade level. Both will gear instruction strategies target at students learner including the area of Bilingual/Multi-lingual Education: Develop the academic vocabulary of TBE/TPT students through co-planning and data analysis. Support curriculum instruction through focused academic vocabulary development setting goals in the development of understanding and acquisition,International Baccalaureate Programme: Increase academic rigor and expectations by providing more challenging and extended opportunities that deepen student learning and prepare them to continue in the IBMYP while Special Education: Meet school performance targets in an effort to increase performance levels from below to meets and meets to exceeds by increasing inclusive best practice models.</p>	<p>In order to meet Common Core standards, our students need to increase exposure to non-fiction literature. Students in meet and exceed categories, in grades 3, 6, &amp; 8, will be targeted for increases ISAT, through the use of NWEA. Students will be instructed through curriculum mapping to ensure that standards are met. Students progress will be monitored 3 times a year for progress. The overall percentage expectation for 2013 is ___% and 2014 is ___%.</p>

4	<p>Family/Community Involvement: Improve parent and community connection to the school and students with particular emphasis on parent reinforcement of learning. Parent workshops on different skills pertaining to reading and math will be offered. Parents will also receive booklets on how to help their child at home.</p>	<p>In 2012-2014 school year parent/community participation, enhance student achievement within and outside of school will increase to an overall 95% of parent involvement in direct assistance and monitoring of student achievement and progress. This will be measured by parent participation at all meetings and conferences scheduled as well as parent access to the parent portal. To demonstrate to children the importance of the home-school connection.</p>
5	<p>College and Career Readiness: Increase awareness and academic skills preparation for college and career readiness with a school wide focus.</p>	<p>Our 8th graders are not meeting expected district-wide targets on the EXPLORE assessment. Our school average score is 14.9%; our target for the 2012-2014 school year is 25% of our students meeting targets.</p>

### 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
Literacy/Writing : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives Implementing with high fidelity, researched based curriculum, identifying gaps in the curriculum and supplementing with available resources. We will provide reading interventions of students flagged in beginning of year screeners and monitor progress utilizing	Literacy: This priority will help our school achieve goals by increasing student achievement in the meets and exceeds areas on district-wide standardized assessments. Writing: Writing is an area of weakness across all grade levels as indicated by ISAT extended response results as well as results on the DWWA for 8th graders.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
AVID tutorial to support 5th-8th grade students on subject specific issues in preparation of College and Carrer Readiness.	Staffing	Other student group	Asst. Principal	Summer 2012	Quarter 1		AVID tutorial to support 5th-8th grade students on subject specific issues in preparation of College and Carrer Readiness..
Staff development throughout the year to support teachers in advancing their knowlegde of alligning the CCSS via subject areas across grade levels.	Professional Development	All	ILT Team	On-going	On-going		Professional development throughout the year to establish unit planner that incoporate the CCSS.
Literacy/Writing committee to analyze grade level district wide(NWEA, mclass, ISAT) and curriculum based assessment in order to identify strength and weakness in the curriculum	ILT/ Teacher Teams	All	Literacy Committee	Summer 2012	On-going		Math committee will collabrate with teachers regarding progress monitoring data of students
Implementation of supplemental academic program to assist students in meeting with success on the district-wide testing.	Instruction	All	Teachers	On-going	On-going		Anayze results from program to drive instruction.
Analyze classroom, grade levels, and school wide data using district wide and create assesment to monitor the progress of students math skills with the programs. Currently,76.8% of our students are meeting and exceeding standards for math in grade 3rd through 8th and DIBELS MOY indicates71% are at benchmark. We hope to increase by 5% by the end of the year.	ILT/ Teacher Teams	All	All classroom teachers	On-going	Summer 2013		Once finalized daata is received, anylazing instruction and prepare staff development for implementation based on students needs.
Purchasing of additional technology to supplement learning opportunities. . The computers will support curriculum as well as instructional strategies to be implemented dailybasis to enhance rigor and HOTS.	Equipment/ Technology	All	All classroom teachers	On-going	On-going		Ensuring that technology is being effectively implemented to target student individual skill sets.
Writing program developed twice a week for 45 minutes with coteaching for grade levels K thourgh 4th using Lucy Calkins to implement rigor and HOTS.	Instruction	Other student group	Literacy coach	On-going	Summer 2012		Literacy coach will provide staff development in the area of using Lucy Calkins and writing across all content levels.



## 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
Math : The ILT will guide teacher capacity to increase the reach/capacity of program implementation in order to improve students achievement via Common Core initiatives Meet school performance targets in mathematics, zeroing in on the discrepancy between subgroups. Implement Beginning-of-Year, Mid-Year, and End-of Year Assessments to establish baselines for measuring students' growth over the year. Everyday Math for grades K-5 and	Students in meet and exceed categories, in grades 3, 6, & 8, will be targeted for increases ISAT, through the use of NWEA and Kindergarten through 2nd grades will use mClass Math. Students will be instructed through curriculum mapping to ensure that standards are met. Student progress will be monitored three times a year for progress. The overall percentage expectation for 2013 is % and 2014 is %.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
IB will be offer an Algebra math course for students that are eligible. Working with Amundsen on preparing what students need selection of books and materials.	Instructional Materials	Other student group	Principal	Summer 2012	Summer 2012		Once material and books are order math teachers will be ask to come in for summer professional development in implmentation of subject area
Math: selecting a math program for 6th, 7th and 8th grades that alligns with the Everyday Math curriculum mapping in the lower grades that supports CCSS.	Instructional Materials	All	Assistant Principal/ upper grade teachers	Summer 2012	Quarter 1		Research samples from vendor with focus the transition from Everyday Math to a Math series for upper grades that include CCSS
Making sure that all teachers serving children in a deparmetnal setting have the appropriate certification to teach the specifics in the area of math.	Staffing	All	Principal/team leaders	Summer 2012	Summer 2012		Teachers with appropriate certificates will be placed in respective numbers to teach subject area.
AVID tutorial to support 5th-8th grade students on subject specific issues in preparation of College and Carrer Readiness..	Staffing	Other student group	Asst. Principal	Summer 2012	Quarter 1		Tutors will by selected using University to assist in the AVID tutorial process.
Staff development throughout the year to support teachers in advancing their knowlegde of alligning the CCSS via subject areas across grade levels.	Professional Development	All	ILT team	On-going	On-going		Professional development throughout the year to establish unit planner that incoporate the CCSS.
Math committee to analyze grade level district wide(NWEA, mclass, ISAT) and curriculum based assessment in order to identify strength and weakness in the curriculum	ILT/ Teacher Teams	All	Math committee	Summer 2012	On-going		Math committee will collabrate with teachers regarding progress monitoring data of students
Implementation of supplemental academic program to assist students in meeting with success on the district-wide testing.	Instruction	All	Teachers	On-going	On-going		Anayze results from program to drive instruction.
Provide training for the school wide supplemental academic program target weaknes and assist students in increasing student outcomes.	Instructional Materials	All	Math committee/ILT	On-going	On-going		Analyze program and determine effectiveness.









**Strategic Priority 3**


### Strategic Priority 4

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

Strategic Priority Description	Rationale
Family/Community Involvement: Improve parent and community connection to the school and students with particular emphasis on parent reinforcement of learning. Parent workshops on different skills pertaining to reading and math will be offered. Parents will also receive booklets on how to help their child at home.	In 2012-2014 school year parent/community participation, enhance student achievement within and outside of school will increase to an overall 95% of parent involvement in direct assistance and monitoring of student achievement and progress. This will be measured by parent participation at all meetings and conferences scheduled as well as parent access to the parent portal. To demonstrate to children the importance of the

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parent and child workshop: modeling how parent can use various math resource found in everyday math and other academic resources for increasing advanced skills in academics.	Parental Involvement	All	ILT teachers	Quarter 1	On-going		
Increase college and career readiness via informational meeting for parents giving them opportunities to review the college readiness standards and how they apply to the Explore, secondary and post secondary opportunities in order to challenge students to learn with higher levels of rigor.	Parental Involvement	All	ILT members	Quarter 1	On-going		
Informational for parents and students on teachers website regarding avenues in which parents can obtain information on what the school and other resource can offer in developing increase student performance via HOTS and rigorous expectations.	Parental Involvement	All	teachers/Staff	On-going	On-going		
Before each quarter parents and students will receive grade level scope and plan of what standards will be focused on for each quarter to support critical thinking instruction.	Parental Involvement	All	teachers/Staff	On-going	On-going		
Struggling students will be provided with RTI/Remedial services to assist in address academic needs.	Other	All	teachers/staff	On-going	On-going		







**Strategic Priority 5**
