Mark Sheridan Elementary Math & Science Academy

Pershing Elementary Network

533 W 27th St Chicago, IL 60616

ISBE ID: 150162990252451

School ID: 610081

Oracle ID: 29201

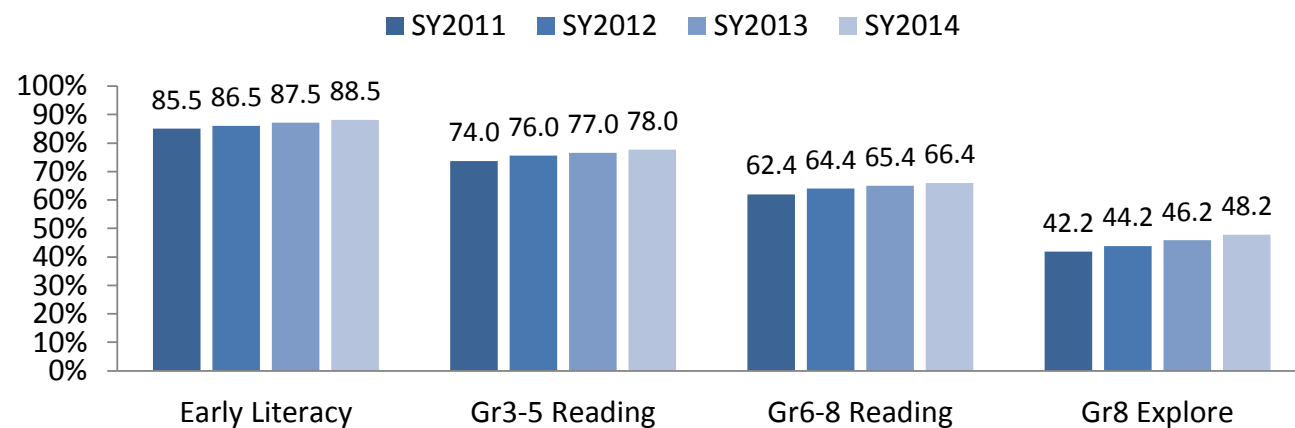CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide a diverse academic program that supports a rigorous math and science curriculum with a literacy approach so that we may best prepare our students for college and future careers. We are committed to meeting the unique learning needs of all students by providing them with a safe and nurturing environment so that they may develop and enhance their intellectual, social, and emotional needs. Our teachers and staff are focused on providing structured learning experiences through high quality instruction and a cohesive curriculum so that students may make real-life connections while emphasizing technological advancements within a supportive school community.
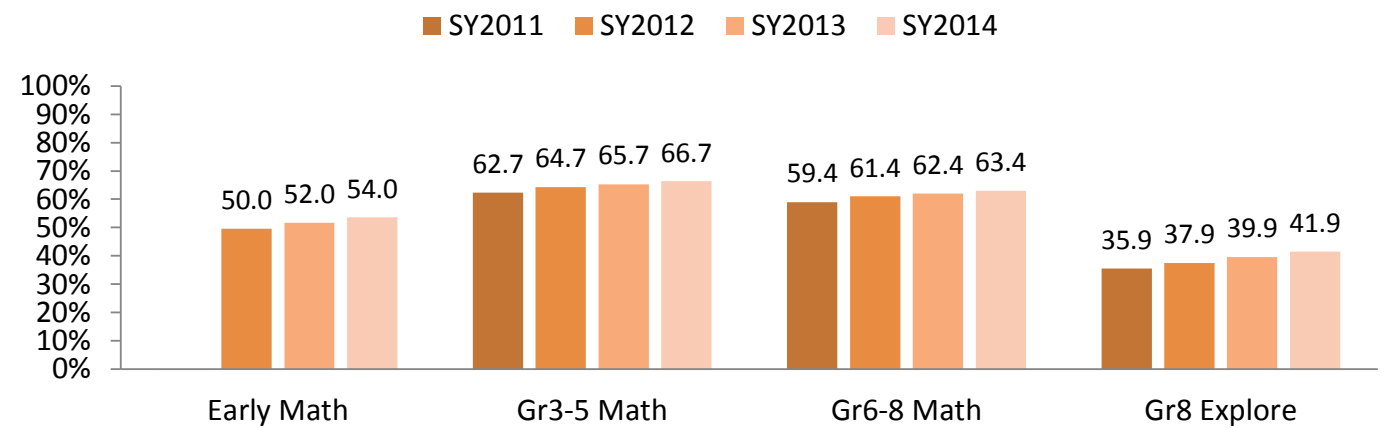
Strategic Priorities

1. Teachers will create a more rigorous curriculum by Integrating Common Core standards into their lessons so that students are better prepared for college and career.

2. As a result of the new instructional framework and the REACH evaluation system, teachers will improve best practices and focus on professional growth so that they may provide a higher quality of instruction.

3. A fuller school day will focus on maximizing instructional time to meet the specific learning needs of all students.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	85.5	86.5	87.5	88.5
Gr3-5 Reading	74.0	76.0	77.0	78.0
Gr6-8 Reading	62.4	64.4	65.4	66.4
Gr8 Explore	42.2	44.2	46.2	48.2

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		50.0	52.0	54.0
Gr3-5 Math	62.7	64.7	65.7	66.7
Gr6-8 Math	59.4	61.4	62.4	63.4
Gr8 Explore	35.9	37.9	39.9	41.9

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	Mark Sheridan Elementary Math & Science Academy

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Mr. John P. O'Connell	Principal
Mrs. Elizabeth Nessner	Assistant Principal
Ms. Heidi Smith	Classroom Teacher
Ms. Jacqueline Brown	Classroom Teacher
Mrs. Dawn Creed	Classroom Teacher
Ms. Shira Fisher	Counselor/Case Manager
Ms. Jacqueline Ravnic	Special Education Faculty
Ms. Katherine Lavin	Lead/ Resource Teacher
Mrs. Crystal Sykes	LSC Member
Mrs. Tara Henderson-Delgado	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Mark Sheridan Elementary Math & Science Academy

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	85.5	86.5	87.5	88.5	**Early Math** % of students at Benchmark on mClass	NDA	50.0	52.0	54.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	74.0	76.0	77.0	78.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	62.7	64.7	65.7	66.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	72.3	73.3	74.3	75.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	77.4	78.4	79.4	80.4

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	62.4	64.4	65.4	66.4	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	59.4	61.4	62.4	63.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.3	63.3	64.3	65.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	67.8	69.8	70.8	71.8

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	42.2	44.2	46.2	48.2	**Explore - Math** % of students at college readiness benchmark	35.9	37.9	39.9	41.9

Elementary Goal Setting

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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	96.8	97.0	97.3	97.8		**Misconducts** Rate of Misconducts (any) per 100	1.3	1.0	1.0	1.0

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	91.6	92.0	92.4	92.8		**ISAT - Reading** % of students exceeding state standards	38.3	39.3	40.3	41.3
ISAT - Mathematics % of students meeting or exceeding state standards	94.7	95.0	95.3	95.6		**ISAT - Mathematics** % of students exceeding state standards	47.2	48.2	49.2	50.2
ISAT - Science % of students meeting or exceeding state standards	95.7	95.9	96.1	96.3		**ISAT - Science** % of students exceeding state standards	37.9	38.9	39.9	40.9

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	--->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Mark Sheridan Academy has clearly defined and measurable SMART goals relating to student achievment , as well as narrowing the achievement gap and ensuring college and career readiness of all students. Schoolwide goals are to Increase the percentage of students at or above grade level in Reading on the Spring NWEA exam, increase the percentage of students at or above grade level in Math on the Spring NWEA exam, and increase the percentage of students at College Readiness Benchmark on the Explore Math exam by 10 percentage points from the Fall Practice Exam to the Spring Exam.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Principal of Mark Sheridan Academy creates a professional learning community by building teacher collaboration time within schedules, encouraging professional development opportunities, and fostering growth through teacher observation and pre and post observation conferences. According to the CCSR survey, 94% of staff respondants agreed that the principal communicates a clear vision for our school and 93% believe that the principal sets high standards for student learning.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Each teacher at Mark Sheridan Academy is invested in the success of the school as evident by their active leadership and continuing involvment in at least one of the following areas: ILT , Grade level or Grade Block Team, RtI Team, Data Team, Bilingual Advisory Commitee, Grant writing, Literacy Night Committee, Math/Science/Technology Night Committee, Local School Council, PPLC, CIWP, CTU Union Representative, and other school-based committees, such as Garden Team. Teachers feel that there is an equity of voice. Teachers feel encouraged to share ideas freely with one another.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Mark Sheridan's ILT represents all Grade Levels and Subject areas so that the members can make decisions based on the best interest of all the staff and students. The ILT uses school-based data to inform all decisions that impact teaching and learning. The data is used to drive the plan for professional development to guide full staff meetings , as well as smaller grade level team meetings. The ILT is instrumental in engaging all stake-holders so that school-wide goals are met. As reflective practitioners, the ILT recognizes there role in school advacement as being a continuous process.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	All teacher collaboration at Mark Sheridan Academy, inclusive of department meetings, grade block/level team meetings, or ILT meetings, is focused on analyzing available data and using data to drive decisions such as targeting support for teachers and students. Teachers meet at a minumum of once per week as a grade block, and often more than that, to analyze data, engage in professional dialogues, reflect on best practices, and make necessary curricular adjustments, as necessary. All stakeholders, including school staff and administration, are responsible for carefully tracking student	

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		**3**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Every grade level team has a year-long curricular scope and sequence, as well as curriculum maps at each grade level. Teachers at all grade levels at Mark Sheridan Academy are actively engaged in aligning curriculum to common core standards. All teachers have been charged with incorporating CCSS into their current lesson plans, as well as building thematic units based on CCSS. Teachers use student lexile scores to make text selections. All teachers are using CCSS aligned materials or using alignment guides to adjust texts accordingly. Teachers are incorporating more genres into their texts, inclusive of non-fiction. Teachers use a variety of texts in order to meet various levels of instruction. All special education teachers and the Bilingual Lead Teacher, are directly involved in the decision making process at every grade level, including all team meeting discussions, to ensure that the needs of all students, SpEd and ELL, are being met. Leveled library books are lexiled and	
Instructional materials	-->		**3**
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Every grade level teacher at Mark Sheridan Academy is provided with current instructional materials at a variety of learning levels, that are aligned to the CCSS. These materials are inclusive of support for students with disabilities, as well as ELLs. Special Education and Bilingual staff are given a budget to purchase instructional materials to support the needs of the students they serve. A lexiled leveled library is available to all teachers. Many grade levels use common units of instruction. Common Math series is used from Grades 3-8.	

DIMENSION 2: Core Instruction

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.

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Assessment		--->	**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide, teacher team, and classroom data is organized and readily available to all staff immediately after each assessment. Nearly all assessments are online and feedback is immediate. All staff has been trained on analyzing assessment report data. School-wide data is comprehensive and based on a variety of assessment tools. The most useful to the staff is the NWEA data which is a formative tool that is given three times per year. The results are immediate and used to drive instruction. The data is also extremely useful in providing specific and strategic support to SpEd students and ELLs. Teachers use a variety of tools and assessments within their classroom that provide constructive feedback and informs their instructional process. Compass Learning is used to determine specific learning paths for every student based on targets and strengths. Teachers approach student tasks by including a variety of learning levels and levels of rigor as evidenced in Bloom's Taxonomy. Assessment accomodations and modifications are in place for students with disabilities and ELLs.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		--->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers at Mark Sheridan Academy clearly articulate the learning objectives to all students, including outlining directions pertaining to student tasks and making real-world connections and tying relevance of learning to all tasks. Teachers use scaffolding techniques to build a foundation of learning. Teachers incorporate a variety of questioning techniques to promote low to high levels of critical thinking. Teachers are inclusive of all students, regardless of ability, when planning instruction. The specific needs of all students, including SpEd and Ells, are incorporated into instructional planning. Teachers are required to regularly use formative assessments to monitor the understanding of all students and adjustments are made accordingly.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		--->	**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Mark Sheridan Academy has specific methods in which to identify students in need of additional supports. The NWEA test serves as the most effective diognostic tool in identifying learning gaps for students in grades 2-8. The DIBELS assessment is the most effective diagnostic tool for K-2 students. Strategic interventions are provided in a variety of ways, such as small group instruction, double blocks in literacy and some math, push in support provided by resource teachers, one on one and small group pull out support. Interventions are closely monitored by staff, progress is discussed regularly, and adjustments are made accordingly.Progress monitoring is done by all teachers and is frequently discussed at RtI and Team Meetings.	
Whole staff professional development		--->	**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The Professional Development is aligned to school prioirities and growth goals. Staff meets weekly in teams to analyze data, discuss best practicies and pedagogy, and engage in long term planning. Professional Learning Communities are encouraged and nurtured. Teachers have opportunity to collaborate with staff from other area schools. During whole staff development sessions, time is allocated for teams to engage in meaningful discussion around data driven instruction. Professional Development is monitored by school administration and some teaching staff. The ILT will have more of a role in this planning for the upcoming year.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate weekly in Grade Block or Grade Level teams to discuss long-term planning, approaches to differentiation, analyze data and assessments, and collaborate around best practices. Progress Monitoring is a regular part of teacher collaboration. Teams are reflective of general education teachers and administration, as well as resource teachers, including special education teachers. All teams are led by a Team Leader and every team is represented on the school's Instructional Leadership Team (ILT). Teachers have norms and protocols in place regarding collaboration. Full Staff PD is focused on data analysis, using data to drive instruction, and the implementation of technolgy to support school-wide goals and priorities.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Teachers are encouraged to work together, share resources, and discuss ideas. Coverage is provided for teachers who are interested in observing colleagues. Informal mentoring, peer collaboration and observation is encouraged and supported.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Every staff member at Mark Sheridan Academy has high expectations for all students to aspire to college and career readiness as evidenced through the Specific Aptitude Program for Math and Science for select 7th and 8th grade students, Algebra I for Eighth Grade students, and the high percentage of students accepted into Selective Enrollment High Schools. Students are encouraged to be leaders among their peers through involvement in Student Council and Junior Safety Patrol. All students in Grades K-8 attend Guidance classes which are focused on future goals and college and career readiness.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students at Mark Sheridan Academy have adult advocates that support them in the achievement of their personal and instructional goals. We have a five year partnership with the Communties in the Schools of Chicago that has brought in a variety of programs to encourage students to make postitive connections with staff, their peers, and their community. 4th-8th Grade Students take a Personal Health Inventory every other year that assesses their physical health and nutrition, as well social-emotional health. The results of this inventory is used to drive Guidance and Character Education classes, as well as After School Programming. Upper Grade students take part in community programs after school such as Senior Suites (cross generational team building). 91% students feel safe and comfortable with their teachers according to the	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Mark Sheridan Academy uses a progressive discipline system to foster positive student interaction. Students making positive contributions to the overall school environment receive recognition. Mark Sheridan uses the Hazelden Olweus model of Anti-Bullying to ensure that all students K-8 know how to be a part of the positive change. According to the CCSR, 94% of staff were involved in setting standards for student behavior and therefore, are an active part of the overall plan to maintain a positive learning environment. Voice Volume level has helped to establish school	

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
	Expectations	-->		**4**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	According to the CCSR, 100% of respondents feel strongly that the school regularly communicates with parents about how they can help their children learn. Administration and Teachers communicate regularly with families and proactively provide school-related information.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Administration and Teachers regularly communicate with families in a variety of ways: Teacher-parent conferences, Parent Portal Access, Mark Sheridan School Website, Teacher Web Pages, Phone Calls (including Automated phone calls), and emails. Meetings are held regularly to update parents on school events and information, such as LSC, PAC, BAC.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school is focused on maintaining a welcoming and safe environment. The school administration welcomes the students, and greets parents, every morning, as well as monitors dismissal proceedings. The administration is active in motivating families to increase involvement in the school through Garden Commitee, Reach for the Stars Foundation, After School Programs. The school offers a variety of opportunities to engage the school community through Math, Science, and Technology Night, Literacy Night, Parent Workshops, Talent Show, Reach for the Stars Organization, CISC, and student performances and assemblies.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school is very involved in providing intensive outreach and guidance to families that require additional support and/or services. Home visits are done when needed.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	There is a plan in place for K-8 students to receive general information that relate to college and career. This is done through Character Education and Guidance Classes. Additionally, K-8 students take part in the Junior Achievement Program every year.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school provides information and support for student planning and preparation that is aligned towards student goals and career aspirations. This is reflected in the rigorous academic program and the organization of the Upper Grade Gifted Progam (SAP) for Math and Science.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Mark Sheridan Academy offers a wide range of extra curricular activities that are focused on building academic success and social-emotional growth. Some examples of these programs are Senior Suites Community Service, Common Threads Cooking Program,	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The School promotes preparation, participation, and performance in college and career assessments.	
	College & Career Admissions and Affordability	--->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	The school provides a comprehensive informational program geared to 8th grade students in regards to high school and college options. Students learn about financial aid (FAFSA) and scholarship information. The school provides specific information on preparation for the high school application process, as well as guidance that pertains to the high school and college selection process inclusive of financial aid and scholarship information. Mark Sheridan Academy also offers an annual high school fair. Part of the	
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school works to ensure effective transitions at every grade level. Parent Orientations are held for every grade at the beginning of the school year. Incoming Kindergarten students participated in a summer Step-Up to K program, when possible. All Kindergarten classrooms have a full-time aide to assist with this transition. Fifth to Sixth grade students participate in a panal where they pose questions to students in the Upper Grade program prior to the school year. Students are provided an in-depth orientation for a high school program.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Mark Sheridan Academy allocates funds to reflect school priorities and needs. Staff is encouraged to seek out additional resources where applicable, such as Donor's Choose Grants. Fundraisers are held annually to support school technology goals (Walkathon). Staff is resourceful in writing grants to align with goals and connect with resources (IPAD grant, double matching library grant). All resources are focused on student needs and school priorities.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Mark Sheridan Academy prioritizes student needs and manages staff accordingly. Staff is utilized to their fullest capacity and assigned based on strengths. Hiring is a strategic process. Scheduling is done with thoughtful consideration for school goals and priorities. Assembling staff teams is considered with the strengths of all individuals in mind.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Schedules are designed to reflect the needs of all students, as well as school goals and priorities. Time is allocated to maximize collaboration among teachers across grade levels and grade blocks. Interventions are designed to support instruction for all students. Building more structured intervention blocks will be a priority.	

Mission & Strategic Priorities

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

Mission Statement

Our mission is to provide a diverse academic program that supports a rigorous math and science curriculum with a literacy approach so that we may best prepare our students for college and future careers. We are committed to meeting the unique learning needs of all students by providing them with a safe and nurturing environment so that they may develop and enhance their intellectual, social, and emotional needs. Our teachers and staff are focused on providing structured learning experiences through high quality instruction and a cohesive curriculum so that students may make real-life connections while emphasizing technological advancements within a supportive school community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will create a more rigorous curriculum by Integrating Common Core standards into their lessons so that students are better prepared for college and career.	Improving what we teach through a common set of standards will ensure that our students are more prepared for college and future careers.
2	As a result of the new instructional framework and the REACH evaluation system, teachers will improve best practices and focus on professional growth so that they may provide a higher quality of instruction.	With a new instructional framework, teachers will receive specific feedback which will allow for them to grow professionally and reflect upon their practice of providing high quality instruction.
3	A fuller school day will focus on maximizing instructional time to meet the specific learning needs of all students.	RIT band instruction and intervention blocks will be structured to support the learning needs of all students in the core subject areas.
4	Optional	
5	Optional	

Date Stamp November 22, 2012

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
Teachers will create a more rigorous curriculum by Integrating Common Core standards into their lessons so that students are better prepared for college and career.	Improving what we teach through a common set of standards will ensure that our students are more prepared for college and future careers.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will use time to collaborate on Unit Plans.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teachers will continue to develop their professional pedagogy through Common Core Training sessions.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teachers will align resources to Common Core State Standards.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teachers will become more familiar with Common Core Standards and the PARCC through Professional Development and training.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teachers will build a resource library with a variety of texts that are aligned to the Common Core State Standards.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		

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**2012-2014 Continuous
Improvement Work Plan**

Mark Sheridan Elementary Math & Science Academy

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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
As a result of the new instructional framework and the REACH evaluation system, teachers will improve best practices and focus on professional growth so that they may provide a higher quality of instruction.	With a new instructional framework, teachers will receive specific feedback which will allow for them to grow professionally and reflect upon their practice of providing high quality instruction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will become more familiar with Charlotte Danielson's Framework of Teaching through Professional Development opportunities.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Teachers will reflect more deeply on their practice through the elements of the Framework of Teaching.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teachers will provide more rigorous instruction through scaffolding and Bloom's Taxonomy.	Instruction	All	Teachers	Quarter 1	On-going		

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Strategic Priority 2

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2012-2014 Continuous Improvement Work Plan

Mark Sheridan Elementary Math & Science Academy

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Strategic Priority 3

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

Strategic Priority Description	Rationale
A fuller school day will focus on maximizing instructional time to meet the specific learning needs of all students.	RIT band instruction and intervention blocks will be structured to support the learning needs of all students in the core subject areas.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will be grouped by RIT band so that each student will be provided with a tailored academic program that is focused specifically on his/her learning needs.	Instruction	Other student group	Teacher Teams	Quarter 1	On-going		RIT band units will be focused on flexible groupings for a 4 week unit of instruction.
Intervention Blocks will be developed in order to strategically focus in on filling curricular gaps.	Instruction	Students With Disabilities	Teacher Teams	Quarter 1	On-going		
Longer blocks of instruction will be provided for each student, allowing for 90 minutes of uninterrupted instrution in Reading and Math.	Instruction	All	Special Education and Resource Teachers	Quarter 1	On-going		
Compass Learning Odyssey will be utilized to create an individualized learning path and target specific skill development, remediation (when applicable) and enrichment (when applicable).	Instruction	All	Classroom Teachers	Quarter 1	On-going		Every student will use this at a minimum of once a week at home and at school.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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