Blair Early Childhood Center

Midway Elementary Network

6751 W 63rd Pl Chicago, IL 60638

ISBE ID: 150162990253761

School ID: 610087

Oracle ID: 30071

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

We at Blair Early Childhood Center are committed to setting instructional goals that encourage our children to maximize their abilities and ensure the "whole Child" develops physically, cognitively and medically. Our mission is to suppport the unique learning needs of all of our students to maximize independence and build a solid foundation on which to go out into the community/world and be productive members of society. We will achieve this by creating a positive learning climate/educational environment that promotes the "child first" theory by providing all necessary services, a rigeouis common core/early learning standards' curriculum,data driven improvement, unlimited opportunities, guidance and support by all who are involved with the children, both in a professional capacity and through family and communmity involvement and partnerships.
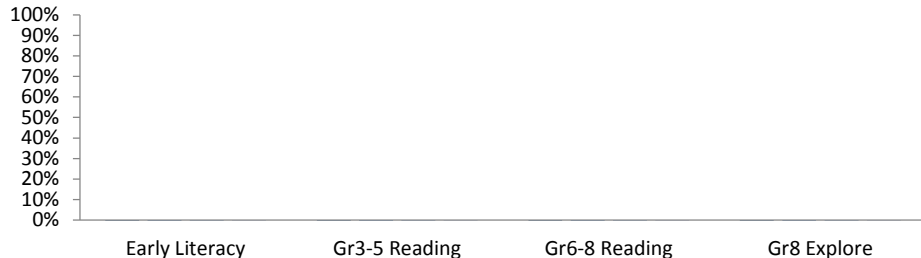
Strategic Priorities

1. Parents and community members will work together to maintian the high quality education for the Blair students.

2. All students will receive a high quality developmentally appropriate rigorous instructional program.

3. We will create a positive learning environment that promotes the development of the "child first" learning theory by providing opportunites to become independent through developing critical skills, appropriate social/emotional skills, self-help skills and mobility skills.

4. Teachers will effectively use instructional technology so that students with disabilities will be able to access their instructional program.

School Performance Goals

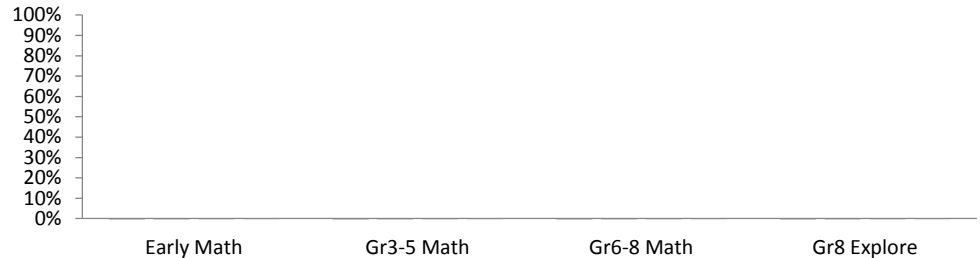### Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Early Literacy | Gr3-5 Reading | Gr6-8 Reading | Gr8 Explore

Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Early Math | Gr3-5 Math | Gr6-8 Math | Gr8 Explore

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:	Blair Early Childhood Center

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
Judith O'Hare	Classroom Teacher
Julie Kujawa	Classroom Teacher
Therese Schuld	Classroom Teacher
Molly Brouder	LSC Member
John Caparrelli	Community Member
Karen Bryar	Principal
Elizabeth Hendry	Assistant Principal
Nancy McDermott	Classroom Teacher
Peggy Ralphson	Parent/ Guardian
Elyse Lyons	Special Education Faculty

CIWP

2012-2014 Continuous Improvement Work Plan

Blair Early Childhood Center

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	NDA	NDA	NDA	**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA	**Explore - Math** % of students at college readiness benchmark	NDA	NDA	NDA	NDA

CIWP

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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	80.2	82.0	84.0	86.0	**Misconducts** Rate of Misconducts (any) per 100	0.8	0.5	0.4	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
ISAT - Reading % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA	**ISAT - Reading** % of students exceeding state standards	NDA	NDA	NDA	NDA
ISAT - Mathematics % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA	**ISAT - Mathematics** % of students exceeding state standards	NDA	NDA	NDA	NDA
ISAT - Science % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA	**ISAT - Science** % of students exceeding state standards	NDA	NDA	NDA	NDA

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	***Goals and theory of action***	--->		**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.	Blair has hard data. The data comes from a variety of formal and informal assessments. The teachers have become proficient in examining the various individual student's data. All students have an Individualized Education Plan. The data is used to group students, differentiate instruction, and develop effective and measureable IEP benchmarks and goals. Decisions are made to move students along the continuum with the goal for them to return to a neighborhood school in a less restrictive program that includes nondisabled peers.	
	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 teacher teams, ILT Team and administration annually works together to determine the professional development needs of the school. This is a serious task each year because of the very diverse special education population. Professional Development is based on the needs that the teachers deem essential for student growth. The staff is encouraged to demonstrate research based proven teaching methods that target differentiated instruction. Individual teachers who attend professional development sessions are required to share what they have learned with colleagues. 16 teachers are currently in ELL Certification Program due to the increased students with bilingual needs in the school. The administration, social worker, and teacher teams establish goals to increase the parents' and community knowledge regarding the diverse needs of the Blair students and provide hands-on trainings, classroom observations with strategies in place to ensure parent and community understanding of what they have seen. Administration and teachers developed a communication system between the parents and	

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	The Blair teachers/therapists and paraprofessionals work together to ensure the programs for Blair students are continuously evolving. Even though all teachers serve on the various school committees of their choice, they assist other committees to ensure success in whatever the endeavor may be. Committees meet after full implementation of a program to discuss successes and improvements that need to be made for the next year. Student movement along the continuum is decided by the classroom teacher and ancilliary staff so all supports are in place for a successful transition to another classroom.	

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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	Monthly meetings evaluate and improve school's progress in teaching and learning. Information from meetings that are held by the leadership team are shared with fellow peers. Input from these meetings determines the agenda for next meeting and provides feedback for setting goals. Blair's ILT and teachers meet monthly and on Professional Development Days to unwrap the standards but more essentially, they determine the path that the school will take to prepare the three and four year old students for the CCSS. They also meet to determine the rigor when many of the students have a modified curriculum, and to differentiate the instruction and determine what kind of exposure to the standards the Blair students should participate in and adjust accordingly. Blair's ILT has examined individual student data to look for areas of strengths and weaknesses in moving the students along the continuum.	
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 of the students at Blair have an Individualized Education Plan. The individual student data is examined and trends in relative weakness and strengths are discussed and determined. Teacher teams use the data to determine adjustments to the curriculum and if the IEP benchmarks and goals need to be amended.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Since all students have an Individualized Education Plan, the instruction contains accomodations and modifications deemed necessary at the Annual Review. All of the teachers develop units of study based on the Illinois Learning Standards and Common Core Standards. Each student receives differentiated instruction.	
	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).	Since all of the students have an Individualied Education Plan, the instruction contains accomodations and modifications deemed necessary at the Annual Review. All of the teachers develop units of study based on the Illinois Learning Standards and the Common Core Standards. Each student receives differentiated instruction. The grade level teams determine the materials and supplies that are aligned to these standards and they also determine the bilingual needs of the students.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Blair does not have whole school data provided by CPS. Individual student data is organized and available for the teachers. Most students are assessed individually due to their young age and disabilities. Most data is based on individual skill acquisition. All students receive all accomodations and modifications necessary for them to demonstrate their knowledge and skills.	

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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.	Due to the diverse learning needs of the Blair students, all of the instruction is differentiated with all accomodations and modifications in place. All of the instruction is aligned to the Illinois Early Learning Standards and FY 2012 has been dedicated to aligning the Kindergarten and first grade instruction to the CCSS. The teacher have compared current instruction with CCSS and are redesigning the instructional units so they align with the CCSS. Additionally, the instruction for the 3 and 4 year olds is being examined and adjusted to prepare the students for the CCSS in kindergarten. Some students' academic program is significantly modified but the teachers have a clear understanding of the Illinois Learning Standards and are currently learning about the CCSS. One of the teachers with ESL certification consults with classrrom teachers when needed. Paraprofessionals that are bilingual assist with ELL instruction so that they have a clear understanding of standards based learning objectives with differentiations. 16 teachers are currently in cohorts earning the ELL certification. One group will complete the program in June, 2012 and the other group will	

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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.	Students at Blair are placed by OSES based on their Individualized Education Plans. All of the students are in an instructional special education classroom. An intake involves all of the service providers that will be involved with the student is completed to review the IEP. All students are assessed within 6 weeks of entering the school and assessed at the end of the school year. Teachers keep data on each student documenting skill acquisition. Data is also kept on acquistion and maintenance of critical skills. Some students have behavior plans that are developed by the school team members and the parents. Students are placed in classrooms based on academic needs, however when students' needs change they are moved or included in other classrooms. This decision is based on data and team input.	
Whole staff professional development		-->	3
Professional Learning • 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 based on the school needs and the needs of the students. The ILT members which include 5 National Board Certified Teachers and administration develop year long professional development activities based on teacher data, teacher input, and district/school priorities. Professional development is monitored by administration through classroom observation, review of lesson plans, individual student data, discussions with individual teachers/teacher teams, teacher surveys and grade level meetings.	

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DIMENSION 3:	*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.	Teacher teams collaborate weekly to plan based on individual student data. Grade level meetings are held quarterly for unit planning based on individual student data. The teachers meet with the ILT's twice a year to examine individual student data, look for trends that need to be addressed in instruction for the next semester, to plan for the students' IEP annual reviews.	
	Instructional coaching	--->		**3**
	• 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.	A new teacher mentor program is in place. A high level of ongoing support is built into the program. Individual professional development is provided for the new teachers. Feedback is provided by adminstration and by mentor teachers. The Adminstration meets with the new teachers and mentors to meet professional developement needs. Cross classroom visitation is used and consultation with ancilliary staff is completed.	

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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	All staff members reinforce not only high academic expectations for the students but build upon the students' self esteem and independence. Embedded in all of the programs are high expectations for all students even though many will always be dependent on others and will face life long challenges. All students have many opportunities to experience leadership on a very basic level.	
	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.	Every student at Blair has many advocates that care deeply about them and encourage their all around development. There is consistent communication between the families and school. Each and every student is engaged in the school community through special programs such as Suzuki Orff, the arts program, Field Day, etc. Opportunities are provided to engage the students in the community through field trips, community walks and special activities with general education peers. Classroom experiences, all school programs, and activities provide experiences that value the language and culture represented by the students, ie, Multi-cultural activities, Thanksgiving Feast etc.	
	Behavior& Safety -->			**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Students with behavioral problems are due to their disability and addressed in the IEP through a behavior plan. The social worker, psychologist and teachers work together to ensure the behavior plan is effective, monitored with data, and reviewed to determine the next steps or adjustments that are needed to ensure effectiveness of the plan.	

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Typical School	Effective School	Evidence	Evaluation
Expectations		--->	**4**
• 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.	The principal speaks at each bimonthly parent meeting providing the parents with the vision, expectations, progress of the school programs, and any changes or additions that are needed. The teachers provide the parents with student expectations and achievement at yearly IEP annual reviews and 2 report card pick-ups. At both report card pick-up days the parents are provided a power point presentation through digital photography capturing the progress and the mastery of IEP goals. Blair works closely with the parents and OSES when students are transitioning to another school or moving outside of Blair's attendance area. The case manager, social worker and classroom teacher assist parents when applying for Options for Kowledge Schools.	
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.	A two-way communication book is used due to the young age of the students and the fact that many of the students are nonverbal. The teachers speak to parents when they drive or pick-up their child. The teachers provide the parents with ongoing communication regarding their child's academic progress and provide materials that can be used at home to support their child's progress. Parents have opportunities to observe a teaching practice or teachers/therapists	
Bonding		--->	**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Blair is a very welcoming school. It is difficult to describe in words but you can feel it when you enter the school. Everyone who visits the schools remarks about it. The family involvment has increased tremendously by listening to the parents' requests, needs and acting on them. All families and community members tour the school and see first hand all of the impressive programs, students, and teachers at work. The school provides the parents with many opportunities to learn about how to work with their child though parent trainings and observing their child in the classroom . Both families and community members participate in school events such as Field Day, the Halloween Parade, Kindergaren Graduation, and the Thanksgiving	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	--->		**4**
	• 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.	Blair's staff is in constant contact with outside agencies, hosptials, specialized equipment companies and home visits. The social worker is the essential contact between families and outside agencies. The contact is only the beginning. It is the consistant follow through to ensure the parents are connected with all appropriate agencies. Home visits are completed when deemed necessary. A wheelchair	
	College & Career Exploration and election	--->		**4**
	• 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.	Many of the Blair students will have life long challenges and some will always be dependent on others throughout their lives, while some will attend college. We offer a wide variety of differentiated multi-media and multi-sensory approaches to learning. Learning goes beyond the classroom and includes community outings, field trips,	
	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.	All of the planning for the academic future is discussed at IEP meetings. The teachers at a very basic level lay the foundation for the student's future aspirations whether college, career, sheltered workshop, or to be as independent as possible.	
	Enrichment & Extracurricular Engagement	--->		**3**
	• 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.	All students at Blair participate in enrichment activities such as Suzuki-Orff, computers, Field Day events, parades, arts programs, Snoezelen programs, field trips, and physical education programs. All enrichment activities are designed so that all students can	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments***	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Blair students are too young to participate in college and career assessments. However school is building the foundation that prepare the students to take the assessments.	
	College & Career Admissions and Affordability	--->		**4**
	• 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.	Blair families are provided support when transitioning from Blair to another school. A yearly transition is held to provided the families with information that will assist with trasitioning to a new school. Representatives from the schools the Blair students will attend are invited to the transition meeting to meet with the families. The Options process is discussed and provided to the families. Additional support is given to the families who are applying to an Options Program.	
	Transitions	--->		**4**
	• 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.	Each year a transition meeting is held for the families whose children will age out of Blair. The future placement schools are invited to the meeting to meet with the families to ease the transition and make things seamless. Each parent is given a packet with tips and important contact phone numbers within the Chicago Public Schools. The Blair Staff provides the families with important information regarding equipment, medical orders, and augumentative communication devices, etc.	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	All funds are allocated based on the needs of the school which are determined by the grade level teams, and the ILT Team which are connected to the academic program. The school continuously looks for community partnerships through special school activities, events, presentations to potential donors, and school tours. The school has goals to focus spending of discretionary funds and donations.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is based on not only the assessment of students' needs and staff capacity but the candidates' philosophy, the sense of community, and teaching and life experiences. The school has historically built a pool of substitute teachers and have welcomed student teacher placements and observers from various universities and volunteers that are viewed as potential teacher candidates. The interview process was developed to ascertain a indepth view of the candidate as a person, his/her teaching philosophy demonstrated in their teaching practice, dedication to education, and ability to function as a member of a school community.	
	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. Date Stamp November 22, 2012	Since Blair is an all special education school, the schedule is designed to meet the needs of the students. Speech, occupational and physical therapies are included in the classroom with collaboration with the classroom teacher. The medical needs of the students are met in the classroom whenever possible. The lead nurse works with the doctor to schedule treatment times that have little effect on the students' learning/academic time. Teacher teams and grade level meetings are scheduled at the beginning of the school year. All students' instruction is differentiated with all accomodations and	

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

We at Blair Early Childhood Center are committed to setting instructional goals that encourage our children to maximize their abilities and ensure the "whole Child" develops physically, cognitively and medically. Our mission is to suppport the unique learning needs of all of our students to maximize independence and build a solid foundation on which to go out into the community/world and be productive members of society. We will achieve this by creating a positive learning climate/educational environment that promotes the "child first" theory by providing all necessary services, a rigeouis common core/early learning standards' curriculum,data driven improvement, unlimited opportunities, guidance and support by all who are involved with the children, both in a professional capacity and through family and communmity involvement and partnerships.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Parents and community members will work together to maintian the high quality education for the Blair students.	All of the students at Blair have multiple disabilities and face life long challenges. The parent meetings address the needs of the families, such as specific disabilities, how to advocate for your child, make and take activities that encourage learning in the home, etc. The parents see information and activities that they can use in the home to support their child's learning. Parent observation day provided the parents with a snapshot into their child's day. The parent feed back has lead to adjustments in the focus of the parent meetings. Each year the parent find it very stressfull when their child ages out of the Blair Program. Representatives from OSES are invited to speak about the placement process and receiving schools to provide an overview of their programs. Blair has been quite successful with increasing our community involvement and support. Blair has been successful in securing funding to update technology, equipment and special programs.

2	All students will receive a high quality developmentally appropriate rigorous instructional program.	Blair does not have standardized test scores. However each student is assessed using the Brigance within 6 weeks of entering the school and at the end of the school year. Interium assessement data is kept using the Carolina Curriculum, teacher made assessments and student assignments. Teachers keep data on individual student mastery of IEP goals, critical skill development and individual skill acquisition based on the Illinois Early Learning Standards . Blair does not have data based on the the entire student body. All data is based on individual student progress. Through experience the Blair Teachers have found multiple mearsures are needed to develop an appropriate academic program for student with multiple complexity. The individual student data is used in the development of IEP goals, themed units, lesson plans that delineate differentiated instruction.
3	We will create a positive learning environment that promotes the development of the "child first" learning theory by providing opportunites to become independent through developing critical skills, appropriate social/emotional skills, self-help skills and mobility skills.	All of the students at Blair have life long challenges that effect all areas of development. Our goal is for the students to develop skills that will allow them to be successful in the global society.
4	Teachers will effectively use instructional technology so that students with disabilities will be able to access their instructional program.	Many of the students at Blair have multiple disabilities making it difficult to know what the children have learned especially students' that are nonverbal or unable to physically complete paper and pencil tasks. Technology with the availability of accomodations for students' woth disabilities provides the teachers with insight into what the student knows and the next steps for instruction. The students with the inclusion of technology are more active participants in the classroom lessons and individual/small group activities.
5	Optional	

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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
Parents and community members will work together to maintian the high quality education for the Blair students.	All of the students at Blair have multiple disabilities and face life long challenges. The parent meetings address the needs of the families, such as specific disabilities, how to advocate for your child, make and take activities that encourage learning in the home, etc. The parents see information and activities that they can use in the home to support their child's learning. Parent observation day provided the parents with a snapshot into their

Action Plan | | | | | | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Complete parent needs assessment.	Parental Involvement	All	Social Worker, Teachers, therapists	Summer 2012	Summer 2012		
Develop parent meetings, workshops, trainings based on needs assessment and input received after each parent meeting from FY 2012.	Parental Involvement	All	Social Worker, teachers, therapists	Summer 2012	On-going		
Blair will increase Community Partnership Involvement by 2 Groups to improve Blair's programs for students with disabilities to develop and foster the "whole child" theory by sharing Blair's Information packet, having an updated on the website, special all school events, school based tours, and student performances.	Other	All	Principal, Assistant Principal, teachers, therapists	Quarter 1	On-going		
Each student will have a communication book to provide two-way communication between the home and school.	Parental Involvement	All	classroom teachers, ancillary staff	Quarter 1	On-going		
Intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies.	Other	All	Social Worker	Quarter 1	On-going		

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Strategic Priority 1

Date Stamp November 22, 2012

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
All students will receive a high quality developmentally appropriate rigorous instructional program.	Blair does not have standardized test scores. However each student is assessed using the Brigance within 6 weeks of entering the school and at the end of the school year. Interium assessement data is kept using the Carolina Curriculum, teacher made assessments and student assignments. Teachers keep data on individual student mastery of IEP goals, critical skill development and individual skill acquisition based on the Illinois Early

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Blair will conduct an audit of existing literature and informational texts which are aligned to the Common Core State Standards and Illinois Early Learning. Standards	Instructional Materials	Students With Disabilities	Librarian, Teachers	Quarter 1	Summer 2012	On-Track	The inventory has been started.
The teachers lead by ILT team will examine individual student data to determine and develop theme units of study based on the Common Core State Standards and Illinois Early Learning Standards.	ILT/ Teacher Teams	Students With Disabilities	ILT and teacher teams	Quarter 1	On-going	On-Track	Comparing all types of student data to drive instructional practice.
Teachers will examine individual student data to determine if students are on the right track to master IEP goals and benchmarks.	ILT/ Teacher Teams	Students With Disabilities	ILT and teacher teams	Quarter 1	On-going		
Teacher will maintain individual student notebooks containing data on individual skill acquisiotn and development and maintenance of critical skills.	ILT/ Teacher Teams	Students With Disabilities	*ILT and Teachers*	Quarter 1	On-going		
Administration will monitor teacher data collection and use in the development of lesson plans.	Other	Students With Disabilities	Principal/Assistant Principal	Quarter 1	On-going		
Administration will monitor teacher data collection and use in the development of lesson plans.	Other	Students With Disabilities	Principal/Assistant Principal	Quarter 1	On-going		
New teachers will receive training in the Common Core Standards/ Illinois Early Learning Standards, developing appropriate IEPs and be assigned a mentor teacher.	Professional Development	Students With Disabilities	Assistant Pricipal and Mentor teachers	Quarter 1	On-going		Develop a year long mentoring program with an intensive training at the beginning of the school year.
Teachers will participate in professional learning to expand evidence based teaching practices for teaching students with low incidence disabilities.	Professional Development	Students With Disabilities	Principal/Assistant Principal	Quarter 1	Quarter 4		

Strategic Priority 2

Materials needed to support Common Core Standards and Illinois Early Learning Standards will be purchased	Instructional Materials	Students With Disabilities	Teachers	Summer 2013	On-going		
Supplies needed to support Common Core Standards and Illinois Early Learning Standards will be purchased.	Instructional Materials	Students With Disabilities	Teachers	Summer 2012	On-going		

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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
We will create a positive learning environment that promotes the development of the "child first" learning theory by providing opportunites to become independent through developing critical skills, appropriate social/emotional skills, self-help skills and mobility skills.	All of the students at Blair have life long challenges that effect all areas of development. Our goal is for the students to develop skills that will allow them to be successful in the global society.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All student IEPs will be reviewed to determine modification, accomodations and equipment needs for individual students.	Instruction	Students With Disabilities	Teacher and Therapists	Quarter 1			
Staff will consult and work together to ensure all equipment is assigned to individual students.	Instruction	Students With Disabilities	Teacher and Therapists	Quarter 1			
Provide frequenst school and community based opportunities to promote the development of independence, socialization skills, sensory motor skills and activities with general education peers.	Instruction	Students With Disabilities	Teacher/Principal/Assistant Principal	Quarter 1			
Will purchase equipment based student individual modification, accomodation, therapeutic and equipment needs to support the student in the academic program.	Equipment/ Technology	Students With Disabilities	Teachers/O.T. P.T/Slps/Psychologist	Quarter 1			

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
Teachers will effectively use instructional technology so that students with disabilities will be able to access their instructional program.	Many of the students at Blair have multiple disabilities making it difficult to know what the children have learned especially students' that are nonverbal or unable to physically complete paper and pencil tasks. Technology with the availability of accomodations for students' woth disabilities provides the teachers with insight into what the student knows and the next steps for instruction. The students with the inclusion of

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Inventory all instructional and assistive technology in the school	Equipment/ Technology	Students With Disabilities	Classroom teachers and Librarian	Summer 2012	Summer 2012		
Form a technology committee	Equipment/ Technology	Students With Disabilities	Classroom teachers and Librarian	Summer 2012	Summer 2012		
Complete a technology survey	Equipment/ Technology	Students With Disabilities	Technology Committee	Summer 2012	Summer 2012		
Purchase needed instructional technology, programs and application.	ILT/ Teacher Teams	Students With Disabilities	Technology Committee and Principal	Summer 2012	Summer 2012		
After targeted purchase observations in classrooms will be completed to ensure technology is being used.	Equipment/ Technology	Students With Disabilities	Principal and Assistant Principal	Quarter 1	On-going		
Check lesson plans to ensure appropriate inclusion in the classroom lessons.	Equipment/ Technology	Students With Disabilities	Principal and Assistant Principal	Quarter 1	On-going		

Strategic Priority 4

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2012-2014 Continuous Improvement Work Plan

Blair Early Childhood Center

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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