



**2012-2014 Continuous Improvement Work Plan**

**John B Murphy Elementary School**

O'Hare Elementary Network  
3539 W Grace St Chicago, IL 60618  
ISBE ID: 150162990252365  
School ID: 610089  
Oracle ID: 24621



**Mission Statement**

John B. Murphy School will involve school personnel, students, parents and other community members as partners in an ongoing process of educational improvement. We are committed to providing a safe, nurturing, child-centered climate. Each student will achieve their optimal level of academic performance, function effectively in the community and be college and career ready. It is a school in which all stakeholders develop a love for learning and skills for success while developing an appreciation for the arts.

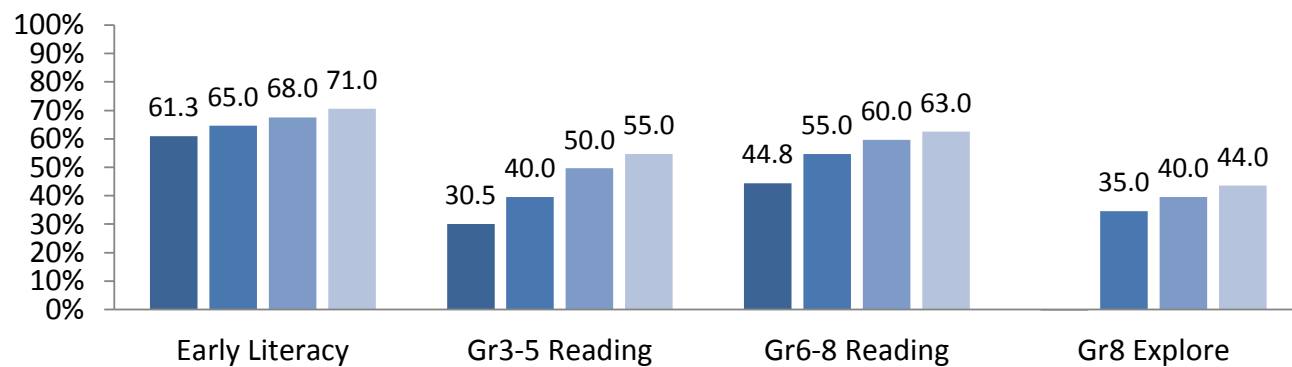
**Strategic Priorities**

1. Provide a balanced literacy curriculum aligned with the Common Core standards supported by high quality texts
2. Provide improved technology resources for teacher and student use
3. Build professional capacity through further development of our Instructional Leadership Team strategies and systems
4. Continue integration of the fine and performing arts throughout the curriculum and varied arts partnerships
5. Continue outreach that promotes family and community involvement through education and participation

**School Performance Goals**

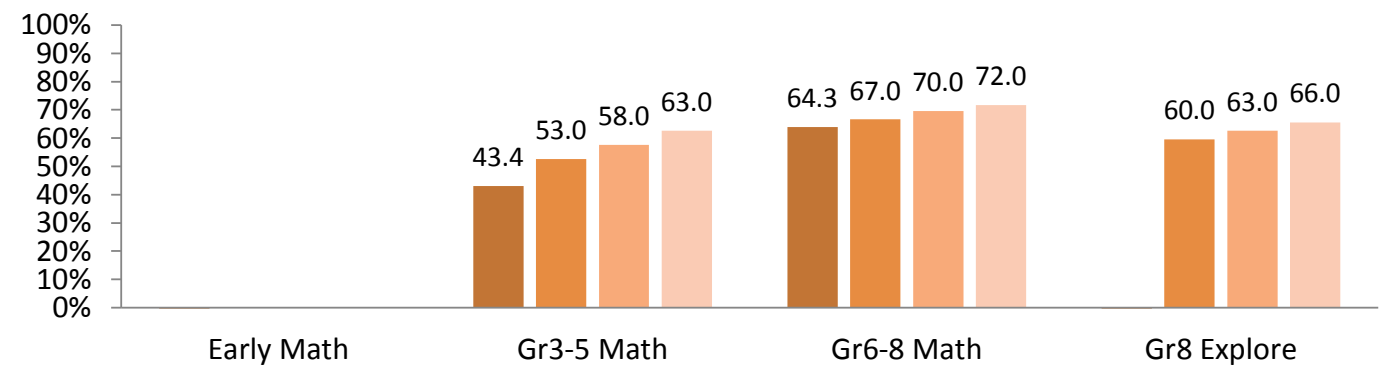
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	John B Murphy Elementary School

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Christine Zelenka	Principal
Kay Connley	Lead/ Resource Teacher
Michelle Novick	Lead/ Resource Teacher
Sonia Zamarron	ELL Teacher
Howard Gans	Lead/ Resource Teacher
Kathleen Kelly	LSC Member
Alisa Lee	Classroom Teacher
Jim Calabrese	LSC Member
Peter DeLaurentis	Classroom Teacher
Kathryn Boland	Special Education Faculty
Monica Medina	Special Education Faculty
Roberta Salas	Parent/ Guardian



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	61.3	65.0	68.0	71.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA			
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	30.5	40.0	50.0	55.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.4	53.0	58.0	63.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	40.6	46.0	51.0	56.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	45.9	51.0	56.0	61.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	44.8	55.0	60.0	63.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	64.3	67.0	70.0	72.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	40.7	46.0	51.0	56.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	46.7	52.0	58.0	63.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA	35.0	40.0	44.0		<b>Explore - Math</b> % of students at college readiness benchmark	NDA	60.0	63.0	66.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.6	95.8	96.0	96.2					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	1.9	1.8	1.7	1.6

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	73.7	78.0	80.0	84.0		<b>ISAT - Reading</b> % of students exceeding state standards	20.7	23.0	25.0	27.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	84.3	86.0	88.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	22.0	24.0	26.0	28.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	83.5	85.0	87.0	89.0		<b>ISAT - Science</b> % of students exceeding state standards	16.5	20.0	24.0	26.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>*Our school goals for student achievement are based on assessment data and an overall theory of action and plan.</li> <li>*This theory of action includes the core instructional program, professional learning, and instructional leadership.</li> <li>*The network and school plan is unevenly understood by staff and has not fully incorporated our current professional work.</li> </ul>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>*Principal has a detailed plan for professional development and professional learning system that provides teachers with growth in content knowledge and leadership opportunities.</li> <li>*A school vision for instruction is present and used by some groups in the school, but gains can be made by engaging all stakeholders in the process.</li> <li>*Principal has a clear vision and systems of support in place to promote college and career readiness for all students. Principal obtained grant support that has targeted specific groups of families to develop full understanding of CCR, but gains can be made to broaden such programs for all students.</li> <li>*Principal leads parent and community workshops, distributes surveys and sends a monthly newsletter and website to communicate information about school performance, learning goals, and opportunities for involvement. Principal has hired a community representative to facilitate interactions with parents and develop knowledge.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>* Each teacher is actively involved in the success of the school, as well as a committee or community group representing student interests (ILT membership, bilingual team, grant writer, union rep, mentor teacher, committee chair, grade-level team leader)</li> <li>*Each teacher has equity of voice in grade level team meetings and whole staff professional development meetings.</li> <li>* Goal is to get more staff involved in professional development and to ensure equity of voice in decision-making and school leadership.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>1</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>*The ILT represents most grade levels and departments (K, 1, 3, 6, 7, sped, bilingual, administration).</li> <li>*The ILT focuses on improving teaching and learning and solving day-to-day operational concerns.</li> <li>*The ILT organized 1 whole staff professional development activity. Development at the teacher and grade level is coordinated by the literacy coach. ILT decision making is carried out in isolation and without a clear process for staff-wide engagement.</li> <li>*ILT reflected upon its own team processes and effectiveness once during the school improvement process.</li> <li>*ILT has not analyzed student assessment data with the frequency needed.</li> </ul>	
<b>Monitoring and adjusting</b>			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>*The school analyzes data regularly as a whole staff (quarterly), grade level team (monthly) and individually (bi-weekly) to inform instructional decisions. There is no systematic approach regularly relating back to the theory of action.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			3
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level teams meet weekly to plan curriculum and use of instructional materials, but no formal scope and sequence exists.</li> <li>Common Core state standards curriculum mapping has just begun at our school and will continue through the school year and into next year. Most grade levels work together to coordinate/develop curriculum and lesson plans.</li> <li>Text used for instruction exposes most students to a grade-appropriate level of complexity and informational texts.</li> <li>Differentiation plans and instructional materials are available and used to support students with disabilities and ESL students.</li> </ul>	
	<b>Instructional materials</b> ----->			3
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>Murphy School teaches literacy using leveled readers and differentiated instruction, so students are exposed to the appropriate level of work and many different supplemental texts across all subject areas.</li> <li>Instructional materials support ELL students and students with disabilities, however more materials are always needed as curriculum is aligned differently or units added.</li> <li>Technology capabilities vary widely among classrooms and grade levels.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Most assessments are computer-based, so results are immediate and accessible by all teachers.</li> <li>*Screening , benchmark, formative and summative assessments are used at all grade levels. Our school uses ISEL, running records, Words Their Way spelling assessments, Everyday Math assessments, informal classroom assessments (primary) and Scantron, ISAT, fluency snapshots, Everyday Math assessments, classroom assessments (3-8 grade).</li> <li>*Assessment methods are aligned with standards being assessed.</li> <li>*All teachers follow the RTI process and assess students regularly. Assessment accommodations and modifications are in place for all students who require them. An RTI plan is in place for assessing students and providing appropriate instruction or intervention.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>*Lesson objectives are aligned to standards and teachers communicate objectives, directions and procedures to students.</li> <li>*Teachers have studied "Strategies That Work" and "Hess Rigor Matrix" to ensure low and high level questioning techniques are taking place in all classrooms.</li> <li>*A pacing/sequence chart was developed by teachers and grade levels to align comprehension strategy instruction.</li> <li>*All teachers work closely with a special ed co-teacher to align instruction and ensure students with disabilities are receiving appropriate materials and instruction. A bilingual team and coordinator meets with ELL teachers to support instruction.</li> <li>*Progress monitoring and formative assessments are done at appropriate times based on student need</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Intervention</b> -----&gt;</p>			<b>4</b>
<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>*Screening assessments are administered before the start of school and at the beginning of each quarter. ISEL and fluency snapshots are used.</li> <li>*Diagnostic assessments are administered regularly by classroom teachers to identify student needs and track student progress (scantron, BRI, ISEL).</li> <li>*All teachers provide intervention during class, by differentiating instruction. A rigorous tier 2 intervention system is set up at our school. Teachers carefully monitor student assessment results and enroll students in interventions when necessary. Intervention options are varied, using different approved programs, in-class, push-in, pull-out and after school programs. More interventions are needed for Tier 3 next year and to look at student behavior plans.</li> <li>*Interventions are monitored by individual teachers and grade level teams, but a systematic plan needs to be designed to have multiple teams (or ILT) look at assessment results and interventions in place, instead of just classroom teachers.</li> </ul>	
<p><b>Whole staff professional development</b> -----&gt;</p>			<b>3</b>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>*There is a year-long, focused plan for whole staff development with aligned to school-wide priorities but not growth goals.</li> <li>*Teacher feedback is collected and reviewed after each PD session.</li> <li>*More monitoring of PD effectiveness is needed via instructional actions, decisions, and strategy implementation observed in classes following PD.</li> <li>*Differentiated PD has begun to be offered at the grade-level and individual teacher level but needs to be deepened in order to reach all teachers' learning needs.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers meet bi-weekly for a mix of activities - planning and data analysis - following a specific agenda but no clear protocol</li> <li>*Teachers meet bi-weekly with the Literacy Coach for Professional Development, to discuss progress-monitoring data, and students receiving intervention.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists, but they are not always able to meet weekly</li> <li>*Teacher teams share ownership for results in student learning.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>*All teachers receive feedback and support. More frequent coaching is provided for newer teachers and those for whom specific growth goals have been identified.</li> <li>*Professional development contains differentiated components for teachers, but are often based on volunteer- or grade-level participation.</li> <li>*Peer feedback and cross classroom visitation are utilized on a quarterly basis.</li> <li>*New teachers receive strategic pairing with more experienced teachers at each grade-level and receive informal mentoring through this and other relationships.</li> </ul>	

**School Effectiveness Framework**

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>*Monthly college awareness days provide opportunities for all community members to celebrate their alma maters or show their colleges-of-choice.</li> <li>*Annual Career Day brings in high-quality professionals from all fields to discuss their chosen professions and the educational path necessary to make that a reality.</li> <li>*Curricula increasingly allow for student voice, service learning, global and social awareness, and community activism for students to develop leadership and civic engagement skills.</li> </ul>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>*All students are supported by their teacher and other adults in the building and are given all that they need to achieve their goals.</li> <li>*A clear behavior plan exists and is enforced with all students. Responsive classroom is used to reach the whole child and guide teachers in a social curriculum. Olweus anti-bullying program is established to guide students behavior.</li> <li>*Students with disabilities are included in classroom experiences and assisted in their classroom, instead of being pulled out.</li> <li>* Home language and culture is highly valued in every classroom experience.</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>*The school has behavior and safety expectations and a detailed plan in place to enforce those expectations. The school has the Olweus anti-bullying program and uses the Responsive classroom as a social curriculum. Both programs promote positive behavior among students.</li> <li>*Staff all work together to create a welcoming and safe environment using parent communication, welcoming classroom environments, artwork, security guards, safety policies enforced by all staff etc.</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>*Principal has a monthly newsletter and regular parent workshops to provide clear information for families on school performance. A translator is always used so information is accurately explained.</li> <li>*Teachers communicate with parents regularly in person, by phone, through newsletters, and in conferences about grade level expectations and student achievement.</li> <li>*Many staff members are involved in finding placements and information about school options for students in transition grades. Mentoring is available so all students find a perfect fit for a school.</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers meet regularly with parents (in person, phone, conferences, volunteer opportunities in classroom, conferences quarterly). Parent workshops are offered by grade level teams and whole school workshops to provide strategies that parents can use at home to facilitate student learning.</li> <li>*Family surveys are distributed regularly to gather information and give families a voice in school policies and instruction.</li> </ul>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Our school has many policies and committees in place to establish a comfortable and welcoming school environment. Based on parent surveys, parents and students feel very welcome at our school and feel comfortable being a part of the community and participating in school events or volunteering in classrooms.</li> </ul>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>*School has a relationship with Albany Park Community Center, Albany Park Neighborhood Counsel, which provide social services to families and students. School has a systematic approach to conducting home visits and providing intensive outreach to families.</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>*Annual Career Day and monthly College Awareness Days increase exposure to College and Career.</li> <li>*In a joint grant with the Albany Neighborhood Council, we ran an in-depth program aimed at 6th Grade families over the course of two months and several events to increase college awareness and to assist with financial and logistical planning to pave the way for college-bound students and their families.</li> </ul>	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in district-provided assessments that measure readiness for college preparation in high school, including: EXPLORE, CCSS, and Scantron testing.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>*The school has many extracurricular and enrichment opportunity that help to build leadership and nurture talents and interests (service hours, drama, art, basketball, softball, Chicago Run, and a variety of after-school programing)</li> </ul>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Students participate in district-provided assessments that measure readiness for college preparation in high school, including: EXPLORE, CCSS, and Scantron testing.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A	
<b>Transitions</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ul style="list-style-type: none"> <li>*Families at each grade, including benchmark grades, are given a thorough orientation to the curriculum, academic expectations and promotional policies through early assessment process, beginning of year events, and written communication.</li> <li>*Looping has been used as a research-based strategy to increase transition smoothness for students from year-to-year.</li> <li>*Use of classroom learning buddies, letter writing to "next year's teachers," and in-school service learning opportunities provide methods of connecting students and teachers in multiple grades and to preview what future grades will be like, assisting in the smooth transition from year-to-year.</li> <li>*Use of aligned instructional practices within grade clusters (ie. contracts, reading instructional approaches, etc.) allows from scaffolding for students to ensure that they are ready to succeed at each grade level as work complexity increases.</li> </ul>	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>*School allocates discretionary spending to align with needs and strategic priorities by getting feedback from community, parents and school staff.</li> <li>*All staff is encouraged to attempt to obtain grants that promote students achievement to graduate college and career ready. Staff is often successful at aligning grants to priorities.</li> <li>*Resources are allocated based on student and instructional needs. Multiple parties are involved in the process (teachers, parents, LSC, committees).</li> </ul>	
	<b>Building a Team</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>*Potential candidates meet with a group of teachers invested in the success of that candidate, to interview and also complete demonstration lessons. Interviews are conducted with a systematic approach in multi-step rounds, using a protocol.</li> <li>*Teacher teams are designed in a collaborative nature with teacher leadership and promote balance of knowledge, skills and abilities across the grade level.</li> </ul>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>*School designs a schedule based on student needs first, prioritizing special education resources.</li> <li>*Teacher are provided with meeting time weekly to meet with grade level teams. Gains can be made with further special education resources that would enhance co-teaching teams. Principal meets regularly with co-teaching teams throughout the school year. Co-teaching teams meet often, however not always during the formal work day.</li> <li>*Intervention is provided for all students outside of the classroom</li> </ul>	

## Mission & Strategic Priorities

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

### Mission Statement

John B. Murphy School will involve school personnel, students, parents and other community members as partners in an ongoing process of educational improvement. We are committed to providing a safe, nurturing, child-centered climate. Each student will achieve their optimal level of academic performance, function effectively in the community and be college and career ready. It is a school in which all stakeholders develop a love for learning and skills for success while developing an appreciation for the arts.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide a balanced literacy curriculum aligned with the Common Core standards supported by high quality texts	Even though we have seen gains in reading over the last four years, the data for meets and exceeds on the ISAT has plateaued in the last two years to around 83%. In 2010-2011, on the Scantron/formative assessment reading achievement lagged behind math by an average of 16%. Student "on-pace" data for such tests in Reading also show a gap between reading and math. Through focused professional development, aligned resources and support, we can raise the quality of literacy instruction, which will impact student achievement scores, and decrease the gap. A focus on literacy instruction and individual student achievement will increase value added gains and school wide performance.
2	Provide improved technology resources for teacher and student use	The school effectiveness framework and teacher surveys indicate a need for more consistent and improved technology. A technology assessment of student to computer ratio revealed a gap in ready access. With improved technology resources, students will have greater access to a variety of instructional materials and learning methods. Teachers should be able to utilize the latest in technological best practices supporting 21st century learning.

3	Build professional capacity through further development of our Instructional Leadership Team strategies and systems	Studies show that teacher practice is the greatest indicator for student success. According to the school effectiveness framework, improvements can be made to enhance structure, goals and focus of the current ILT. Building a successful ILT will help drive instructional practices by analyzing student assessment, enhancing professional development for the school, and advancing the school's strategic focus. Creating a school-wide focus and team of people to carry out goals will help to increase teacher knowledge, abilities and strengths, leading to increased student performance.
4	Continue integration of the fine and performing arts throughout the curriculum and varied arts partnerships	As a fine and performing arts magnet cluster neighborhood school since 2004, data has shown parallel growth between our overall achievement rate and the integration of the arts. It is our vision to create an environment in which children experience and develop an appreciation for a variety of arts including musical, visual, dance and drama. With continued support of the arts, student achievement will continue to rise.
5	Continue outreach that promotes family and community involvement through education and participation	With the District's vision for a College and Career Ready (CCR) students, we need CCR families. Murphy School has a good attendance rate of 95.6% which shows a strong connection between school and home for children. By providing more workshops focused on increasing parent education levels and family understanding of this mission we will improve a success rate of graduates.

## 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
Provide a balanced literacy curriculum aligned with the Common Core standards supported by high quality texts	Even though we have seen gains in reading over the last four years, the data for meets and exceeds on the ISAT has plateaued in the last two years to around 83%. In 2010-2011, on the Scantron/formative assessment reading achievement lagged behind math by an average of 16%. Student "on-pace" data for such tests in Reading also show a gap between reading and math. Through focused professional development, aligned

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Deepen teacher data analysis skills and understanding of schoolwide NWEA, ISEL, ISAT reading scores through professional development lead by/with the ILT and teacher teams using the assessment data at the beginning, middle and end of the year.	Professional Development	All	ILT, LLT, Principal	On-going	On-going		
Devise a strategic reading intervention program that targets at-risk students and "on-the-bubble" students for frequent and targeted intervention at least twice per week, before, during, and/or after-school with the goal of moving students up 5% each test administration.	Instruction	Other student group	ILT, LLT, Principal, Teachers	On-going	On-going		
Engage in literacy curriculum mapping at grade level teams to incorporate district initiatives, CCSS, and classroom-based units into a comprehensive literacy instructional plan.	Instruction	All	ILT, LLT, Grade Level Teams, Principal	Summer 2012	On-going		
Enhance grammar instruction by creating a school-wide plan, adding grammar skill and instruction to curriculum maps and reviewing grammar texts and programs to aid instruction and planning.	Instruction	All	ILT, LLT, Principal, Teachers	Summer 2012	Quarter 4		
Update literacy resources in each classroom by conducting a survey of materials and then ordering needed resources (ex. Non-fiction supplementary texts, running record assessment kits, guided reading books in the literacy closet, etc.)	Instructional Materials	All	ILT, LLT, Principal, Teachers	Quarter 1	Summer 2013		



**Strategic Priority 1**

Create a renewed focus on writing instruction and how that directly relates to reading achievement. Engage teachers in incorporating Lucy Calkin's, Units of Study, in curriculum mapping and instructional planning.	Instruction	All	ILT, LLT, Principal, Teachers	Summer 2012	Quarter 4		
Connect with parents and home by offering a series of parent workshops aimed at improving literacy skills, making parents aware of literacy requirements, and demonstrating literacy strategies and activities that parents can do at home to enhance literacy achievement.	Parental Involvement	All	ILT, LLT, Principal, Teachers, parents	Quarter 1	Quarter 4		

## 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
Provide improved technology resources for teacher and student use	The school effectiveness framework and teacher surveys indicate a need for more consistent and improved technology. A technology assessment of student to computer ratio revealed a gap in ready access. With improved technology resources, students will have greater access to a variety of instructional materials and learning methods. Teachers should be able to utilize the latest in technological best practices supporting 21st

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train all teachers to use classroom laptop cart for testing and skill practice. A realistic goal would be to use the cart for one hour of instruction per every other week.	Professional Development	All	Principal, LLT, Teachers, and Technology Committee	Quarter 1	On-going		
Obtain at least two more Promethean boards (through grant writing) for teacher use and to increase technology integration in instruction.	Equipment/Technology	All	Principal, Teachers, and Technology Committee	Quarter 1	Quarter 3		
Obtain technology administrator to help maintain technology upkeep and upgrades.	Staffing	All	Principal, ILT	Quarter 1	Quarter 4		
Survey teachers about classroom technology resources to determine areas of most need.	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 4		
Obtain at least three ipads to use for primary assessment administration (ISEL).	Equipment/Technology	All	Principal, ILT	Summer 2012	Quarter 2		
Update classroom computers to at least 3 working, updated computers per classroom.	Equipment/Technology	All	Principal, ILT, Teachers	Summer 2012	Quarter 3		
Create technology committee to oversee needs, updates, instructional uses of technology in the building.	ILT/ Teacher Teams	All	Principal, ILT, Teachers	Quarter 1	On-going		
Create learning plan to teach students computer research skills, typing skills and online safety, while using technology.	Instruction	All	Principal, ILT	Quarter 1	Quarter 2		
Obtain elmo/projector for each classroom, unless promethean board is already in place. 10 additional elmos are needed.	Equipment/Technology	All	Principal, ILT, Teachers	Summer 2012	Year 2		



**Strategic Priority 2**




### Strategic Priority 3

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

Strategic Priority Description	Rationale
Build professional capacity through further development of our Instructional Leadership Team strategies and systems	Studies show that teacher practice is the greatest indicator for student success. According to the school effectiveness framework, improvements can be made to enhance structure, goals and focus of the current ILT. Building a successful ILT will help drive instructional practices by analyzing student assessment, enhancing professional development for the school, and advancing the school's strategic focus. Creating a school-wide

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish norms, expectations, and scope of work for Year 1 of ILT focus.	ILT/ Teacher Teams	All	Principal, LLT, and ILT	Summer 2012	Quarter 1		
Meet twice a month at an appointed time for approximately 1 hour to discuss topics such as: Murphy Assessment Framework, curriculum, instruction, and student interventions plans. The ILT will provide agenda, notes, and action items to the teaching staff.	ILT/ Teacher Teams	All	Principal, LLT, and ILT	On-going	On-going		
Assemble team based on expertise and knowledge, with a variety of grade levels and subject areas represented, as well as a desire to participate.	ILT/ Teacher Teams	All	Principal, ILT, LLT	Quarter 1	Quarter 1		
ILT will lead the planning process of professional development and help to present topics to the whole staff as a team.	Professional Development	All	Principal, ILT	Summer 2012	On-going		
ILT will create a place in the building that is accessible to all teachers and will post relevant information and two-way communication with all staff.	Professional Development	All	ILT	Quarter 1	Quarter 1		
Engage in self-reflection as an ILT to improve working conditions and productivity.	ILT/ Teacher Teams	All	ILT	On-going	On-going		
ILT will conduct surveys to assess instructional needs in the classroom (technology and instructional resources).	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 4		





**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
Continue integration of the fine and performing arts throughout the curriculum and varied arts partnerships	As a fine and performing arts magnet cluster neighborhood school since 2004, data has shown parellel growth between our overall achievement rate and the integration of the arts. It is our vision to create an environment in which children experience and develop an appreciation for a variety of arts including musical, visual, dance and drama. With continued support of the arts, student achievement will continue to rise.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide art based (before, during, after) school opportunities to students (ceramics, drama, drance, instrument etc.)	After School/ Extended Day	All	Principal, outside partnerships or teachers	Quarter 2	Quarter 4		
Conduct 2 Fine Arts fairs that invite parents, students and community to see artwork and performaces done by students.	Other	All	Fine Arts Teachers, Principal, Arts committee	Quarter 3	Quarter 4		
Maintain "art boards" in hallway that display student artwork.	Other	All	Fine Arts Teacher	Quarter 1	On-going		
Provide dance and drama classes to students with greater frequency	Staffing	All	Principal	Summer 2012	Summer 2012		
Conduct 1 musical performace with students as organizers and performers.	After School/ Extended Day	All	Fine Arts teacher, volunteers	Quarter 2	Quarter 4		
Partner with the neighborhood and arts organizations such as GIPNA to promote the appreciation for fine arts events and provide a talent show.	After School/ Extended Day	All	Principal, Fine Arts committee	On-going	On-going		
Provide family music classes to children not yet attending school	Parental Involvement	Other student group	Fine Arts Teacher	On-going	On-going		
Continue monthly community sings that invite parents and community members to join the teachers and students in celebrating fine arts.	Parental Involvement	All	Fine Arts committee	On-going	On-going		
Differentiate fine arts classes in grades 6-8 based on interest in the arts.	Instruction	All	Middle school teachers, Fine Arts teachers	Summer 2012	Summer 2013		
Publish the Arts Scope and Sequence for parents	Parental Involvement	All	Principal, Arts committee	Quarter 1	Quarter 1		



Strategic Priority 4




### 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
Continue outreach that promotes family and community involvement through education and participation	With the District's vision for a College and Career Ready (CCR) students, we need CCR families. Murphy School has a good attendance rate of 95.6% which shows a strong connection between school and home for children. By providing more workshops focused on increasing parent education levels and family understanding of this mission we will improve a success rate of graduates.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct quarterly parent workshops aimed at increasing involvement with school and knowledge of instructional practices.	Parental Involvement	All	Parent committee, principal	Quarter 1	Quarter 4		
Hire school community representative to work with all parents and increase involvement by providing a language bridge and education classes	Staffing	All	Principal	Summer 2012	Summer 2012		
Create school newsletter as a tool to regularly communicate with parents and as a way to update parents and community on school events.	Parental Involvement	All	Principal	On-going	On-going		
Create a monthly parent calendar that outlines important dates and deadlines that are useful to parents	Parental Involvement	All	Principal	On-going	On-going		
Continue to require parents to check students reading logs and sign their agendas every night, as a form of communication with teachers.	Parental Involvement	All	Teachers, principal	Quarter 1	Quarter 4		
Establish PTO to organize parents and teachers to work together on such projects as book fairs, events, fundraising, etc.	LSC/ PAC/ PTA	All	Teachers, parents, principal	Quarter 1	Quarter 1		
Conduct parent surveys to gather valuable information about school progress and parent needs	Parental Involvement	All	Principal, Teachers	Quarter 1	On-going		



**Strategic Priority 5**
