



2012-2014 Continuous Improvement Work Plan

Isabelle C O'Keeffe Elementary School

Skyway Elementary Network
6940 S Merrill Ave Chicago, IL 60649
ISBE ID: 150162990252382
School ID: 610103
Oracle ID: 24751



Mission Statement

O'Keeffe will contribute to providing students with the necessary resources and strategies to enhance the educational environment, ensuring the opportunity for students to compete globally and prepare to succeed in secondary and post secondary training, ultimately having the capacity to become well-rounded, productive citizens and life-long learners.

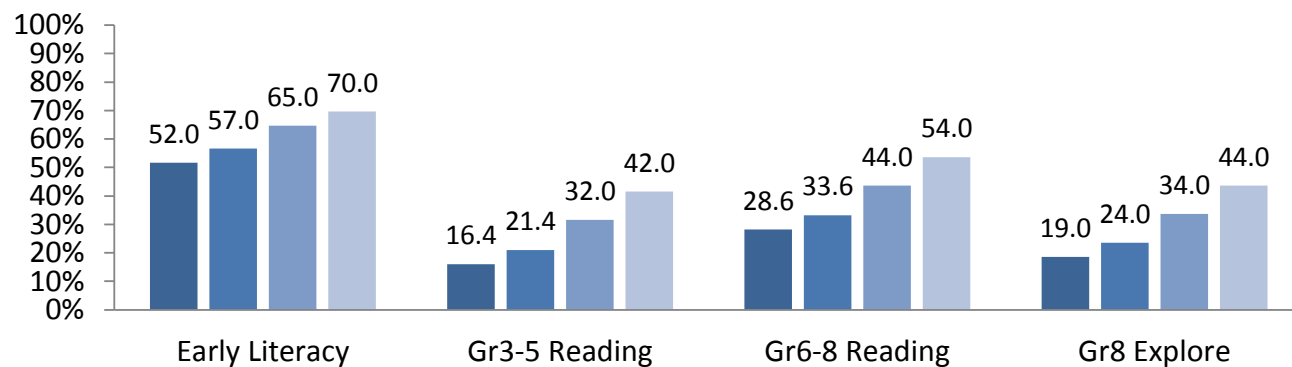
Strategic Priorities

1. Increase teacher capacity to ensure that each child has the elementary mathematical foundation that is crucial to developing student current and future needs.
2. Fully implement Common Core Standards for literacy and writing.
3. Integrate technology into the curriculum for math, reading, science and social studies.
4. Increase stakeholder involvement to enhance and complete the educational process to include learning beyond the classroom.
5. Provide character education, wellness training, and increase opportunities for extra-curricular activities.

School Performance Goals

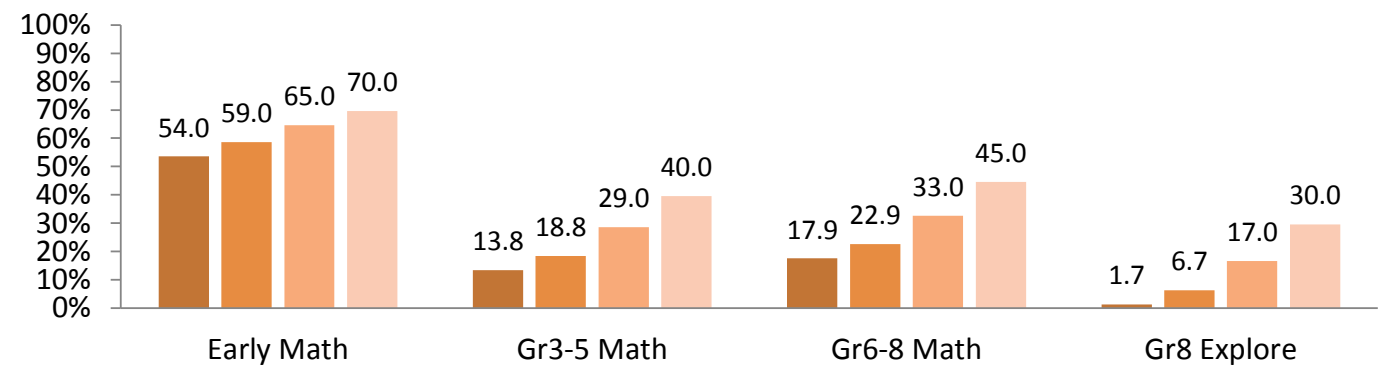
Literacy Performance Goals

■ 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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Isabelle C O'Keeffe 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
Stephen Parker	Principal
Donnell Rader	Assistant Principal
Rosalyn E. Lewis	Assistant Principal
Connie Kelly	Classroom Teacher
Emily Kenny	Classroom Teacher
Angela Williams	Classroom Teacher
Dionta Harris	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	52.0	57.0	65.0	70.0		Early Math % of students at Benchmark on mClass	54.0	59.0	65.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.4	21.4	32.0	42.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	13.8	18.8	29.0	40.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.8	47.8	58.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	29.1	34.1	45.0	55.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.6	33.6	44.0	54.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.9	22.9	33.0	45.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.0	65.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	43.3	48.3	54.0	64.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	19.0	24.0	34.0	44.0		Explore - Math % of students at college readiness benchmark	1.7	6.7	17.0	30.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.1	95.0	95.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	24.6	20.0	17.0	15.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.5	67.0	72.0	77.0		ISAT - Reading % of students exceeding state standards	6.7	8.0	20.0	38.0
ISAT - Mathematics % of students meeting or exceeding state standards	50.4	60.4	66.0	71.0		ISAT - Mathematics % of students exceeding state standards	3.4	8.0	20.0	38.0
ISAT - Science % of students meeting or exceeding state standards	45.9	50.9	55.0	62.0		ISAT - Science % of students exceeding state standards	4.6	8.0	20.0	38.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Data is analyzed. There is evidence of growth in the areas of math and reading. Overall SMART goals have been established. SMART goals for specific grade levels should be communicated. Theory of action has been completed. Ongoing staff resource issues create major diversions with progress.	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	The school vision should be visible and in each classroom and throughout the school in hallways throughout to educate and ensure "buy in" from all stakeholders Principal has weekly meetings to advise staff of progress towards goals. Post observation meetings take place with the principal and staff members to explain expectations and alignment with goals. Principal encourages parents and all stakeholders to participate in all school events. Teachers complete self-assessments to determine Common Core implementation proficiency, readiness, and overall level of understanding.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>ILT members participate in leadership duties in the school. The ILT has been redesigned to encourage participation by teachers who perform well and can mentor other teachers. Teachers who perform well are invited to participate in grant-funded initiatives that enhance student learning. All teachers are invited to share best practices with the staff.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Our ILT consists of most grade levels not including special education, counseling, or ancillary teachers. The ILT has been redesigned to encourage participation by teachers who perform well and can mentor other teachers. Teachers who perform well are invited to participate in grant-funded initiatives that enhance student learning.</p>	<p>2</p>
<p>Monitoring and adjusting -----></p>			
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>We look at data as a staff. Some data has been used to guide instruction.</p>	<p>2</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Curriculum aligns to Illinois State Standards. Each teacher develops their own instructional units. Differentiation is not planned consistently in each teacher's lesson plans. Minimal curriculum collaboration takes place between grade levels. Most students are exposed to grade-appropriate text. General education teachers provide modifications and accommodations for special education students (inclusion).	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Instructional materials vary between grades and each grade level. Instructional materials are supportive of our special education population, including materials with bilingual supports. General education teachers provide modifications and accommodations for special education students (inclusion).	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School wide data is available to teachers to guide instruction. Assessments have been given based on monthly objectives taught by teachers. Assessments incorporate modifications for students with learning disabilities. General education teachers provide modifications and accommodations for special education students (inclusion).</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers communicate objects and procedures aligned to state standards. General education teachers provide modifications and accommodations for special education students (inclusion). Instruction is delivered to whole groups with limited small group instruction. Teachers are encouraged to become NBC.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>There is a team of educational professionals who meet to determine, discuss, and assess referrals for intervention. Participants include the counselor, nurse, and social worker.</p> <p>All staff members are encouraged to reach out to the counselor to make referrals for students needing additional resources.</p> <p>Rtl is implemented.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional Learning Communities (PLC) occurs for 25 minutes weekly.</p> <p>District-wide staff development dates are utilized appropriately. Coaching for individual staff members occurs, as needed.</p> <p>Teachers participate in individual, professional development activities.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Curriculum aligns to Illinois State Standards. Each teacher develops their own instructional units. Differentiation is not planned consistently in each teachers lesson plans. Minimal curriculum collaboration takes place between grade levels. Most students are exposed to grade-appropriate text. General education teachers provide modifications and accommodations for special education students (inclusion).	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers are provided with mentors (new teacher center). Teachers consistently receive quality feedback that supports and enhances their individual growth. Professional development is designed based on teachers' immediate needs. Teachers have individual professional development plans tailored to their needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>It is constantly communicated to staff members that administration supports staff as long as there is evidence that student success and student safety are priority.</p> <p>Students with disabilities participate when inclusion is appropriate. Mutual respect is usually displayed between staff and students. When there are incidents regarding lack of respect, they are addressed and rectified.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>It is constantly communicated to staff members that administration supports staff as long as there is evidence that student success and student safety are priority.</p> <p>Students with disabilities participate when inclusion is appropriate. Mutual respect is usually displayed between staff and students. When there are incidents regarding lack of respect, they are addressed and rectified.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>School wide safety is highly regarded. Hallway passes are prohibited, unless there is an emergency. Alternatives to out-of-school and in-school suspension consequences are practiced.</p> <p>Parents are heavily involved in the discipline process. Issues with the school environment being welcome were addressed and improvement is evident.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Teachers provide clear information for families on what students are expected to achieve school-wide. Communication for expectations are ongoing and repetitious for hopes of positively aligned results.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teachers provide clear information for families on what students are expected to achieve school-wide. Ongoing communication has been established through report card pick-up, web-based resources, newsletters, mid-term grades, student improvement plans, school-wide announcements, and marque postings.	
	Bonding ----->			2
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>A literacy night was established, however, there was minimal parent attendance.</p> <p>Parent Academy and Parent Forum was established to get parents involved and school information.</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School provides resources for students in temporary living conditions.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	The school provides opportunities for students to be exposure to information and experiences needed to build a foundation and an interest in becoming college graduates and career minded. Upper level students participate in external career exploration activities. Career professionals interact with students.	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Information for career opportunities are explored by students. A college and career center will be available to students effective September 2012 to help students explore interests and support learning. Collaborations and high school visits help prepare students for "next level" learning.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	A variety of extracurricular and enrichment opportunities in the areas of sports, mentoring, after school art club, Saturday programs, math and science clubs are used to build student leadership qualities and engagement within the school.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	7th and 8th grade students are assessed on the Explore test, which has an interest inventory that is completed Day 1 of testing. Upper grade curriculums include fieldtrips with career exploration components.	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	7th and 8th grade students are assessed on the Explore test, which has an interest inventory that is completed Day 1 of testing. Upper grade curriculums include fieldtrips with career exploration components.	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The school works to provide effective transitions into kindergarten, "benchmark" grades, and from 8th to 9th grade.	

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 ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary funds are aligned to the needs and set goals for students and classrooms. Our school has pursued some opportunities for outside funding. Limited community partnerships have been established to meet the needs of students and staff members.	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	The hiring of staff is conducted after a vacancy or expected vacancy is identified. Interviews are conducted by members of the ILT. Instruction delivery, content knowledge, and mastery of classroom management should be incorporated into the interviewing process. Applicants have no prior connection to the school.	
Use of Time ----->			2	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Our school schedule is consistent with the CPS suggested number of instructional minutes per subject or course. Our school allows for PLC, ILT, and teacher grade level collaboration time to occur before, during, and after school. Limited out of classroom intervention is established for struggling students.	

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

O'Keeffe will contribute to providing students with the necessary resources and strategies to enhance the educational environment, ensuring the opportunity for students to compete globally and prepare to succeed in secondary and post secondary training, ultimately having the capacity to become well-rounded, productive citizens and life-long learners.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase teacher capacity to ensure that each child has the elementary mathematical foundation that is crucial to developing student current and future needs.	In 2011, students meeting/exceeding in math decreased from 50.7% to 50.4%. Training and supports are needed for teachers to improve instructional strategies and skills in the area of math. When the teacher comfort level is secure and increased, more instruction time will be allocated to strengthening student math skills.
2	Fully implement Common Core Standards for literacy and writing.	Teachers need to be fully trained on the concepts and expectations associated with the CCSS, in order to make certain the information is transferred effectively and fully to student learning in regard to literacy and writing. A summer reading list will be provided to each household in June 2012. The list will include books that will be read and incorporated into the specific, grade-level curriculums. There will be a four reading material minimum, per month for all teachers to assign to students with corresponding writing activities.
3	Integrate technology into the curriculum for math, reading, science and social studies.	Technology incorporation is relevant for students to enhance skill set in specific core subjects. Learning beyond the text book and worksheet is imperative for differentiation in instruction and comprehension. Currently external partners provide resources, including IPAD3's for students to indulge for derivation in learning, but those resources are limited and borrowed for a short period of time. SMART boards are available, but again, resources are limited. The school only has 1 SMART board.

4	Increase stakeholder involvement to enhance and complete the educational process to include learning beyond the classroom.	The new college and career center will be available for use in September 2012. At that time, the mandated graduation requirement with components beginning in 5th grade will be introduced. One component of the project is volunteer hours with individuals in the student's selected career field. One associated goal of the project is to build community relationships and partnerships. O'Keeffe will continue to embrace CPS approved parent volunteers and technology training for all parents.
5	Provide character education, wellness training, and increase opportunities for extra-curricular activities.	In hopes of students being equipped to compete academically, there must be consideration for the overall capacity to function as an upstanding and well-rounded individual. Students arrive to school daily with soiled clothing, dingy clothing, body odors, and overall there is minimal regard for basic maintenance. When parents are mandated to report to the school, there are vast similarities reflected in demeanor and physical appearance. Staff members have communicated skillsets and interests and they are willing to share with students beyond the core-subject subject curriculum.



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3



Strategic Priority 4



Strategic Priority 5
