# CIWP

**2012-2014 Continuous Improvement Work Plan**

# William J Onahan Elementary School

O'Hare Elementary Network

6634 W Raven St Chicago, IL 60631

ISBE ID: 150162990252383

School ID: 610104

Oracle ID: 24761

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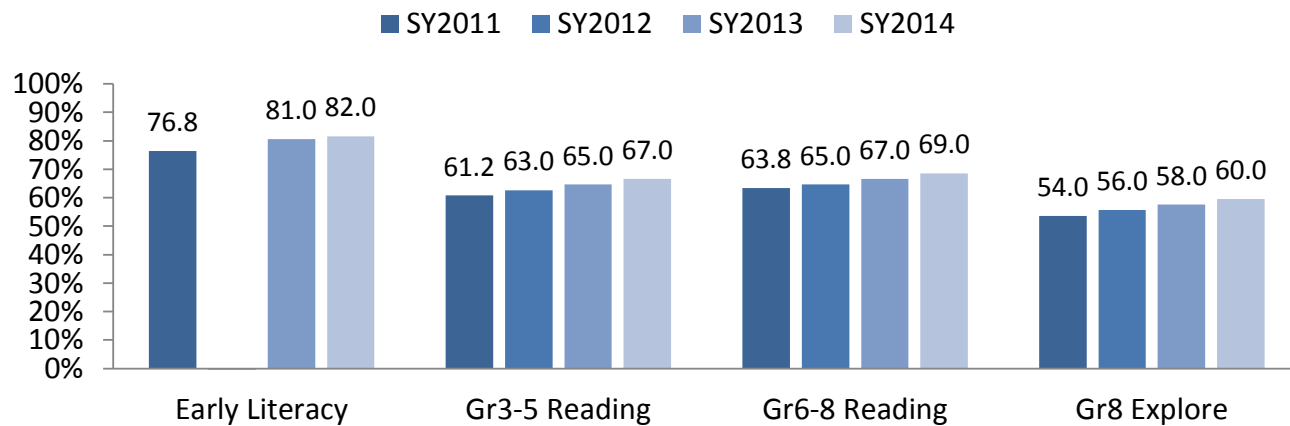
## Mission Statement

Onahan School envisions to create a school climate that promotes mutual respect, individuality, and continuous learning opportunities for all students, staff and community members. Onahan strives to meet the academic, social and emotional needs of every student with an instructional focus on rigor and implementation of the common core state standards. Quality instruction and challenging learning experiences will ensure the needs of diverse learners are met and all students will be provided with the means necessary to make progress towards college and career readiness benchmarks.
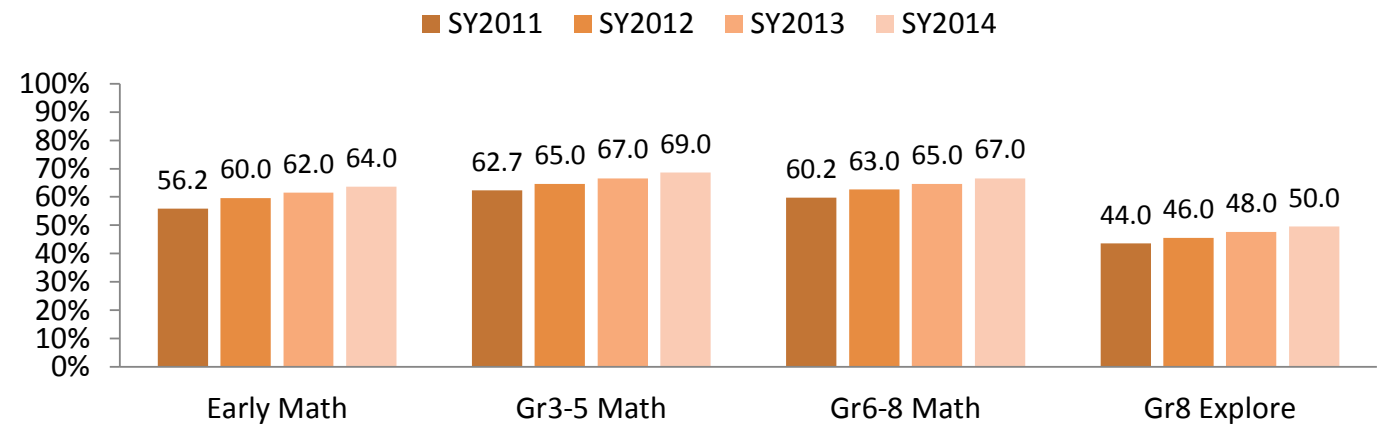
## Strategic Priorities

1. Teachers to develop lesson plans and instructional units aligned to the Common Core State Standards, supported by high quality texts.

2. Increase % of students at "Benchmark" on mClass and Keeping Pace Math.

3. Provide interventions to students flagged at less than 10% on the Fall NWEA assessment. Monitor through the RTI process.

## School Performance Goals

### Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

| Category | SY2011 | SY2012 | SY2013 | SY2014 |
|----------|--------|--------|--------|--------|
| Early Literacy | 76.8 | | 81.0 | 82.0 |
| Gr3-5 Reading | 61.2 | 63.0 | 65.0 | 67.0 |
| Gr6-8 Reading | 63.8 | 65.0 | 67.0 | 69.0 |
| Gr8 Explore | 54.0 | 56.0 | 58.0 | 60.0 |

### Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

| Category | SY2011 | SY2012 | SY2013 | SY2014 |
|----------|--------|--------|--------|--------|
| Early Math | 56.2 | 60.0 | 62.0 | 64.0 |
| Gr3-5 Math | 62.7 | 65.0 | 67.0 | 69.0 |
| Gr6-8 Math | 60.2 | 63.0 | 65.0 | 67.0 |
| Gr8 Explore | 44.0 | 46.0 | 48.0 | 50.0 |

# Continuous Improvement Work Plan
## 2012 - 2014

**CIWP**

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## Overview

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

## School Name

| To get started, please select your school's name from the drop down list: | William J Onahan 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 |
|---|---|
| Koegler, Karen | Principal |
| Torres, Vivian | Assistant Principal |
| Hoffmann, Ellen | Classroom Teacher |
| Miller, Mary | Special Education Faculty |
| Knabe, Donna | Classroom Teacher |
| Lipner, Joyce | LSC Member |
| Pillsbury, Shelly | Classroom Teacher |
| Wolin, Donna | Counselor/Case Manager |
| McCormack, Bridget | Classroom Teacher |
| Shannon, Tara | Classroom Teacher |
| Patten, Marianne | Classroom Teacher |
| McGrew, Colette | Support Staff |

## 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 | 76.8 | 0.0 | 81.0 | 82.0 | | **Early Math** % of students at Benchmark on mClass | 56.2 | 60.0 | 62.0 | 64.0 |

| 3rd - 5th Grade | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 61.2 | 63.0 | 65.0 | 67.0 | | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 62.7 | 65.0 | 67.0 | 69.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 40.8 | 42.0 | 44.0 | 46.0 | | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 53.9 | 57.0 | 59.0 | 61.0 |

| 6th - 8th Grade | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 63.8 | 65.0 | 67.0 | 69.0 | | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 60.2 | 63.0 | 65.0 | 67.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 44.8 | 50.0 | 52.0 | 54.0 | | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 49.7 | 50.0 | 52.0 | 54.0 |

| 8th Grade | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Explore - Reading** % of students at college readiness benchmark | 54.0 | 56.0 | 58.0 | 60.0 | | **Explore - Math** % of students at college readiness benchmark | 44.0 | 46.0 | 48.0 | 50.0 |

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**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.

## Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** Average daily attendance rate | 95.7 | 96.0 | 96.0 | 96.0 | **Misconducts** Rate of Misconducts (any) per 100 | 6.9 | 6.0 | 6.0 | 6.0 |

## State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|---|
| **ISAT - Reading** % of students meeting or exceeding state standards | 91.4 | 92.0 | 92.5 | 93.0 | | **ISAT - Reading** % of students exceeding state standards | 29.6 | 31.0 | 33.0 | 35.0 |
| **ISAT - Mathematics** % of students meeting or exceeding state standards | 93.5 | 94.0 | 94.5 | 95.0 | | **ISAT - Mathematics** % of students exceeding state standards | 35.1 | 38.0 | 40.0 | 42.0 |
| **ISAT - Science** % of students meeting or exceeding state standards | 91.6 | 92.0 | 92.5 | 93.0 | | **ISAT - Science** % of students exceeding state standards | 22.1 | 24.0 | 26.0 | 28.0 |

# School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 1:Leadership** | *Goals and theory of action* | -------------------------------------------------------------------------------------------> | | 3 |
| | • The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. <br>• The school has a plan but may have too many competing priorities. | • The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. <br>• 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. | • Lesson plans reflect Bloom's & Webb's levels of rigor. <br>• MAP data drives instruction. <br>• DesCartes used to focus implementing CCSS. <br>•  EXPLORE test defines curriculum needs in grammar/reading/math. | |
| | *Principal Leadership* | -------------------------------------------------------------------------------------------> | | 3 |
| | • Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. <br>• Principal monitors instructional practice for teacher evaluations. <br>• School-wide or class specific vision is not consistently focused on college and career readiness.. <br>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | • Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership <br>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. <br>• 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. <br>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | • Principal allows for professional growth by providing in-service and supporting teachers obtaining endorsements. <br>• Professional development is strictly tied to needs of students and staff. <br>• Communications via teacher teams, e-mail, and faculty meetings. <br>• Administration monitors MAP results; asks for strategies to improve student achievement. <br>•  Department teams share strategies and works together to ensure student growth. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Teacher Leadership* | --------------------------------------------------------------------------------------> | | **4** |
| • A core group of teachers performs nearly all leadership duties in the school.<br>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.<br>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):<br>-ILT membership<br>-Grade/Course team lead<br>- RtI team<br>-Committee chair or membership<br>-Mentor teacher<br>-Curriculum team<br>-Coach<br>-Family liaison<br>-Data team<br>-Bilingual lead<br>-SIPAAA/CWIP team<br>-Union representative<br>-Grant writer<br>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings<br>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | • Variety of teachers hold roles of responsibility - all teachers belong to several school committees, interested teachers represent all grade levels on ILT and RTI teams.<br>• Duties/titles may be held by some, but responsibilities are shared by all.<br>• All information is shared at monthly grade level and core meetings.<br>• RTI team formed and collaborated on the implementation of a school wide format to implement RTI strategies at all grade levels. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| ***Instructional Leadership Team (ILT)*** | ------------------------------------------------------------------------------------------> | | **4** |
| • 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.<br>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.<br>• 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.<br>• ILT engages in changes to practice in response to voiced concerns.<br>• ILT analyzes student test data if new data is available. | • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.<br>• The ILT leads the  work of improving teaching and learning school-wide<br>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.<br>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.<br>• 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.<br>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | • ILT members consist of teachers at all grade levels, thus enabling all information to be shared with entire staff and all decisions are cross curricular and grade appropriate.<br>•  ILT members share information at monthly grade and core level meetings.<br>• All staff analyze data to develop future plans for instruction. | |
| ***Monitoring and adjusting*** | ------------------------------------------------------------------------------------------> | | **3** |
| • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available.  Analysis may lead to instructional practice. | • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | All teacher analyze MAP and CC Quarterly data. Information from these discussions help drive instruction at each grade level. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 2: Core Instruction** | *Curriculum* | ------------------------------------------------------------------------------------------------> | | **4** |
| | • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.<br>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.<br>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.<br>• Short- and long-term plans do not consistently differentiate by learner need. | • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.<br>• Each grade level or course team develops/uses common units of instruction aligned to the standards.<br>• 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.<br>• 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. | • Teachers at each grade level collaborate to develop common units in all subject areas.<br>• Lesson Plans reflect Rigor utilizing Bloom's taxonomy and Webb's DOK.<br>• Lesson Plans also include accomodations and modifications required for students' IEPs.<br>• Text used for instruction, align with state standards.<br>• Use of MAP data and DesCartes vocabulary are used to assist in instruction. | |
| | *Instructional materials* | ------------------------------------------------------------------------------------------------> | | **4** |
| | • 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.<br>• Instructional materials support a general curriculum with little differentiation for student learning need. | • Each grade level or course team has a set of instructional materials that are aligned with standards.<br>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | • All instructional series support the curriculum for all students.<br>• Classroom and special education teachers collaborate to provide appropriate education for special education students.<br>• All teachers were provided funds to add nonfiction reading material to classroom libraries. | |

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

Date Stamp November 22, 2012

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Assessment* | ------------------------------------------------------------------------------------------------------------------------------------------> | | 4 |
| • School wide data is available to the ILT.  Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.<br>• 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.<br>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.<br>• Most assessments are designed to be identical for all students, without accommodation for learner need. | • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.<br>• 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.<br>• 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).<br>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | • DIBELS - Tier I, II, & III folders are used in all classrooms for progress monitoring.<br>• RTI team developed a school wide folder to be used for monitoring Tier II & III students.<br>• Data from MAP and CC Quarterlies are immediately available for review.<br>• Assessment methods are aligned with the standards and drive instruction.<br>• Tests are aligned to students' needs; used for reteaching. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instruction* | ---------------------------------------------------------------------------------------------------------------> | | **3** |
| • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.<br>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.<br>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.<br>• Formative assessment during instruction is used occasionally or inconsistently between teachers. | • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.<br>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.<br>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.<br>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.<br>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | • Lesson plans carefully integrate Common Core Standards, as well as the DOK.<br>• Lesson plans include accomodations for all students with disabilities.<br>• Project based assessments are utilized in classrooms.<br>• Staff has set student expectations high - requiring students to engage in complex tasks. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Intervention* | ----------------------------------------------------------------------------------------> | | **2** |
| • Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | • The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.<br>• The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.<br>• 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.<br>• 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<br>• Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | • RTI team developed a school wide folder to be used for monitoring Tier II & III students.<br>• Teachers are responsible for progress monitoring, and implementation of interventions for Tier II & III students<br>.• Administration provided RTI support to primary classrooms to assist with the implementation of RTI interventions for Tier II & III students.<br>• ELL push-in support provided to ELL students. | |
| *Whole staff professional development* | ----------------------------------------------------------------------------------------> | | **3** |
| • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.<br>• Quality, effectiveness or relevance of professional development is not monitored. | • The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.<br>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).<br>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | • Common Core State Standards Professional Development provided to all staff.<br>• Professional Development throughout the school year is aligned with school priorities as the needs develop, rather than in a long range plan.<br>• Access to webinars.<br>• Off-site Professional Development encouraged.<br>• On-site cohort for ELL endorsement - in  progresss. | |

*Professional Learning*

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 3: I** | *Grade-level and/or course teams* ------------------------------------------------------------------------------------> | | | 3 |
| | • Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.<br>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.<br>• Ownership for student learning results lies primarily with individual teachers.<br>• 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.<br>• There are meeting agendas, but no clear protocols or norms for discussion. | • Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.<br>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.<br>• Teacher teams share ownership for results in student learning.<br>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.<br>• Teams are supported by an ILT member, team leader, or "expert", as appropriate.<br>• Teachers have protocols or processes in place for team collaboration. | • Core monthly meetings and common grade level planning times, allow for teacher collaboration.<br>• Long term unit planning is done at the grade level.<br>• Special education support and personnel are an inclusive part of the general education classroom - push-in / push-out as needed.<br>• ILT and RTI team memebers collaborate at each grade and core level. | |
| | *Instructional coaching* ------------------------------------------------------------------------------------> | | | 2 |
| | • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.<br>• Formal support for new teachers comes from district-sponsored induction.<br>• Professional development decisions are not systematized and left to teacher initiative/discretion.<br>• Teachers occasionally receive quality feedback to support individual growth.<br>• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. | • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.<br>• New teachers are provided with effective induction support.<br>• Teachers have individual professional development plans tailored to their needs.<br>• Teachers consistently receive quality feedback that supports their individual growth.<br>• Peer coaching and cross classroom visitation is also used as a form of coaching. | • Peer coaching/mentoring is provided when needed.<br>• ELL cohort<br>• Teacher evaluations occur at the end of the year. | |

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|---|---|---|---|---|
| **DIMENSION 4:Climate and Culture** | *High expectations & College-going culture* ---------------------------------------------------------------------------------------------> | | | **3** |
| | • Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | • Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.<br>• The school has developed and is executing an intentional plan to build and maintain a college-going culture.<br>• Every student has opportunities for authentic leadership and student voice | • Staff believes in the value of education and student success.<br>• Staff makes themselves available to any student seeking additional academic support - before and after school.<br>• We don't emphasize a one-size fits all curriculum.<br>• Student Council allows students to become a part of school leadership through decision making actions. | |
| | *Relationships* ---------------------------------------------------------------------------------------------> | | | **4** |
| | • Some students form bonds with adult advocates.<br>• Patterns of interaction between adults and students and among students are inconsistent..<br>• Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.<br>• Student home language and culture is often overlooked. | • All students have an adult advocate who cares about them deeply and supports them in achieving their goals<br>• Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior<br>• Students with disabilities are engaged in the school community, including both physical and social integration.<br>• Students' classroom experiences demonstrate value of home language and culture. | • Teachers provide families with weekly newsletters.<br>• Parents are encouraged to e-mail, call, or conference with teachers - regarding concerns.<br>• Students encouraged to approach any adult with personal concerns. | |
| | *Behavior& Safety* ---------------------------------------------------------------------------------------------> | | | **3** |
| | • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.<br>• School environment occasionally leads to situations un-conducive to learning. | • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.<br>• Staff establishes and maintains a safe, welcoming school environment. | • All students receive, read, and sign the Student Code of Conduct at the beginning of each school year.<br>• Entire staff is consistent in interventions and discipline.<br>• High regard by Onahan community. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **Expectations** | -------------------------------------------------------------------------------------------------> | | **4** |
| • Principal provides information to families on school performance in response to parent requests.<br>• Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.<br>• Families can learn about the transition process if they reach out to the school for information. | • Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.<br>• 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.<br>• Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | • Student Handbook provided to all Onahan families at the beginning of the school year.<br>• School communicates information with parents through g-mail.<br>• Students receive syllabus and/or complete assignment books for daily homework assignments and long term projects.<br>• Parents, in primary grades, receive weekly newsletter and student assignment books to monitor student expectations. | |
| **Ongoing communication** | -------------------------------------------------------------------------------------------------> | | **4** |
| • Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | • Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | • Principal maintains an "Open Door" policy to all staff, parents, students and community members.<br>• Staff makes themselves available to parents, as needed, through e-mail, phone call, or conference.<br>• Parent Portal allows parents to monitor student progress on an on-going basis. | |
| **Bonding** | -------------------------------------------------------------------------------------------------> | | **4** |
| • The school has a business-like atmosphere.<br>• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | • The school establishes and non-threatening, welcoming environment.<br>• The principal leads the work to empower and motivate families and community to become engaged.<br>• 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. | • PTA, LSC<br>• History Fair<br>• Science Fair<br>• Family Science Night<br>• Family Math Night<br>• Talent Show<br>• School Play<br>• Sports | |

**DIMENSION 5: Family and Community Engagement**

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Specialized support* | ----------------------------------------------------------------------------------------> | | **4** |
| • School provides required services to students within the school building/typical school hours. | • School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | • Referrals from teachers, parents aides and administration. | |
| *College & Career Exploration and election* | ----------------------------------------------------------------------------------------> | | **4** |
| • Information about college or career choices is provided. | • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | • High school counseling<br>• Lawyers in the Classroom Program | |
| *Academic Planning* | ----------------------------------------------------------------------------------------> | | **4** |
| • Support for college and career planning is provided for some students.  Information and opportunities to explore paths of interest are limited.<br>• The school encourages high performing students to plan on taking advanced courses. | • The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.<br>• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | • High level math courses<br>• Literary novels<br>• Reading levels | |
| *Enrichment & Extracurricular Engagement* | ----------------------------------------------------------------------------------------> | | **4** |
| • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | • PTA funds a variety of programs to expose all students to enrichment opportunites. | |

*(Left vertical heading:)* **6: College and Career Readiness Supports**

## 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** | ----------------------------------------------------------------------------------------> | | **4** |
| | • Students do not participate in college and career ready assessments | • The school promotes preparation, participation, and performance in college and career assessments. | • MAP<br>• CCSS Quarterly Assessment | |
| | **College & Career Admissions and Affordability** | ----------------------------------------------------------------------------------------> | | |
| | • Students in 11th and 12th grade are provided information on college options , costs and financial aid. | • The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | • NA | |
| | **Transitions** | ----------------------------------------------------------------------------------------> | | **4** |
| | • Transitions between key grades provide families with the required minimum paperwork/information. | • The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.<br>• (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. | • Information is provided to all families at all benchmark grades. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 7: Resource Alignment** | ***Use of Discretionary Resources*** -------------------------------------------------------------------------------------> | | | **4** |
| | • School discretionary funding is inconsistently aligned to identified needs and priorities.<br>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.<br>• Funding of non-priority initiatives is common throughout the year. | • School allocates discretionary spending to align with identified needs and strategic priorities.<br>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.<br>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | • Needs are prioritized<br>• Discretionary funds are allocated to the most necessary items.<br>• Staff is able to utilize discretionary funds for classroom enhancement and enrichment.<br>• Staff is able to utilize discretionary funds to provide students with the needed materials to access the highest level of academic success possible. | |
| | ***Building a Team*** -------------------------------------------------------------------------------------> | | | **4** |
| | • Hiring is conducted after a vacancy or expected vacancy is identified.<br>• All or nearly all applicants have little to no prior connection to the school.<br>• 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.<br>• Grade/course teams are not intentionally designed. | • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.<br>• School actively works to build a pool of potential staff members through internships and part-time work.<br>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.<br>• Grade/course teams are assembled to include the needed combination of knowledge and expertise. | • All applications are considered, interview conducted - Best candidate is hired. | |
| | ***Use of Time*** -------------------------------------------------------------------------------------> | | | **4** |

## 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 |
|---|---|---|---|
| • School schedule is designed based on number of minutes per subject or course.<br>• Teacher collaboration time is limited or occurs only before/after school.<br>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | • School designs a "right fit" schedule based on student needs and school-wide growth goals.<br>• The school schedule allows for regular, meaningful collaboration in teacher teams.<br>• Struggling students receive structured intervention in dedicated blocks. | • All teachers have common planning time built into the daily schedule,<br>• Adequate information, texts and technology have been provided to all staff. | |

# 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

Onahan School envisions to create a school climate that promotes mutual respect, individuality, and continuous learning opportunities for all students, staff and community members. Onahan strives to meet the academic, social and emotional needs of every student with an instructional focus on rigor and implementation of the common core state standards. Quality instruction and challenging learning experiences will ensure the needs of diverse learners are met and all students will be provided with the means necessary to make progress towards college and career readiness benchmarks.

## Strategic Priorities

| # | **Priority Description**: Write in the description of your priority. | **Rationale:** Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | Teachers to develop lesson plans and instructional units aligned to the Common Core State Standards, supported by high quality texts. | Student growth targets are below 50% for most grades. By increasing the rigor of literacy, students will be better prepared to meet the expected growth targets. |
| 2 | Increase % of students at "Benchmark" on mClass and Keeping Pace Math. | Students meeting "Benchmark" status on mClass Math at beginning of year is less than 50%. |
| 3 | Provide interventions to students flagged at less than 10% on the Fall NWEA assessment. Monitor through the RTI process. | Interventions implemented for struggling learners will increase the % of students meeting growth targets. |
| 4 | Optional | |
| 5 | Optional | |

# Strategic Priority 1

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

| Strategic Priority Description | Rationale |
|---|---|
| Teachers to develop lesson plans and instructional units aligned to the Common Core State Standards, supported by high quality texts. | Student growth targets are below 50% for most grades. By increasing the rigor of literacy, students will be better prepared to meet the  expected growth targets. |

## Action Plan / Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Professional Development for implementing Common Core aligned literacy instruction. | Professional Development | All | Administration | Summer 2012 | On-going | | |
| Webinar Series - from now until then. | Professional Development | All | Administration | Quarter 4 | On-going | | |
| Math Shifts and Implications Series - Webinar | Professional Development | All | Administration | Quarter 4 | On-going | | |
| ASCD Professional Development - Common Core Courses - on-line | Professional Development | All | Administration | Quarter 4 | On-going | | |
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## 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 |
|---|---|
| Increase % of students at "Benchmark" on mClass and Keeping Pace Math. | Students meeting "Benchmark" status on mClass Math at beginning of year is less than 50%. |

## Action Plan                                                    Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| DIBELS Mclass Training - Math | Professional Development | Other student group | Administration | Summer 2012 | On-going | | |
| Supplemental Math texts and books, manipulatives to help increase DIBELS scores in Mclass Math | Instructional Materials | Other student group | Administration | Summer 2012 | On-going | | |
| Review training for primary teachers in Mclass Math & DIBELS. Utilize Wireless Generation support as needed. | Professional Development | Other student group | Administration | Quarter 1 | On-going | | |
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## Strategic Priority 3

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

| Strategic Priority Description | Rationale |
|---|---|
| Provide interventions to students flagged at less than 10% on the Fall NWEA assessment. Monitor through the RTI process. | Interventions implemented for struggling learners will increase the % of students meeting growth targets. |

## Action Plan | | | | | | Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| RTI Professional Development - First days of schools | Professional Development | All | Administration | Quarter 1 | Quarter 4 | | |
| Use of RTI Team to Boost process after Fall NWEA testing (3-8) | Instruction | All | Administration | Quarter 1 | Quarter 4 | | |
| Colored Folder System used by teachers and students to chart and monitor progress, goals and test results for all students. | Instruction | All | Administration | Quarter 1 | On-going | | |
| K-2 use of DIBELS for scoring and monitoring Tier II & III students | Instruction | All | Administration | Quarter 1 | Quarter 4 | | |
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| On-Line Professional Development: ascd.org | | | | | | | |
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## Strategic Priority 4

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

| Strategic Priority Description | Rationale |
|---|---|
| | |

## Action Plan                                     Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
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## Strategic Priority 5

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

| Strategic Priority Description | Rationale |
|---|---|
|  |  |

## Action Plan                                                  Monitoring

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