CIWP

2012-2014 Continuous Improvement Work Plan

Park Manor Elementary School

Skyway Elementary Network

7037 S Rhodes Ave Chicago, IL 60637

ISBE ID: 150162990252394

School ID: 610115

Oracle ID: 24841

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Mission Statement

Park Manor Elementary School will create a student-centered learning climate that integrates technological awareness and applications to facilitate a variety of challenging opportunities that will be instrumental in the formulating of life-long skills and knowledge for all students, including those with physical and mental challenges. These experiences will effectively prepare students to become responsible, productive members of our rapidly changing and perpetually advancing world. Our MISSION will be achieved through the unification and utilization of resources and external partnerships generated through the collaborative efforts of our parents, faculty/staff, and community.
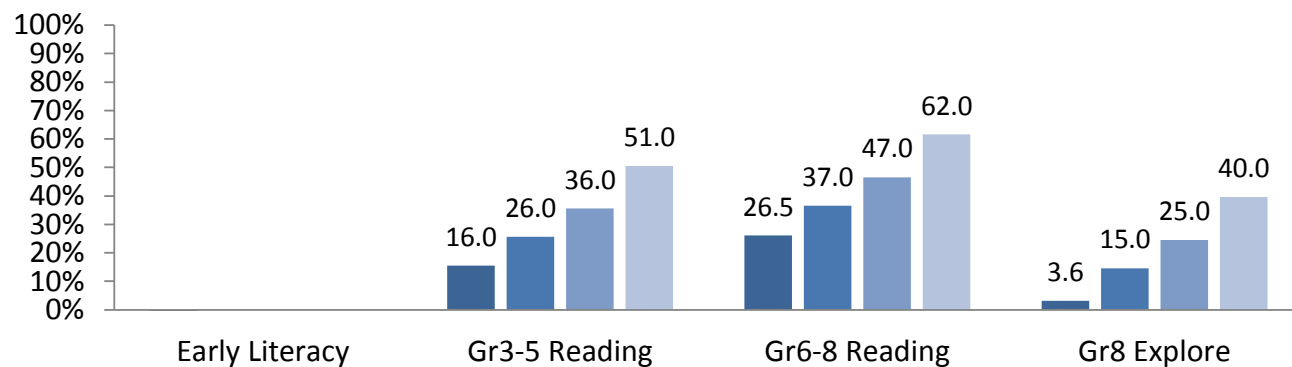
Strategic Priorities

1. Teachers will implement a standard based curriculum aligned to CCSS, supported by research based instruction and technology

2. All teachers will participate in ongoig professional development centered on the Framework for Teacher effectiveness supported by continual observation cycle.

3. Students will be afforded a differenated approach to learning utilizing a targeted avenue to learning as well as enriching curriculum to maximine the Full School Day implementation.
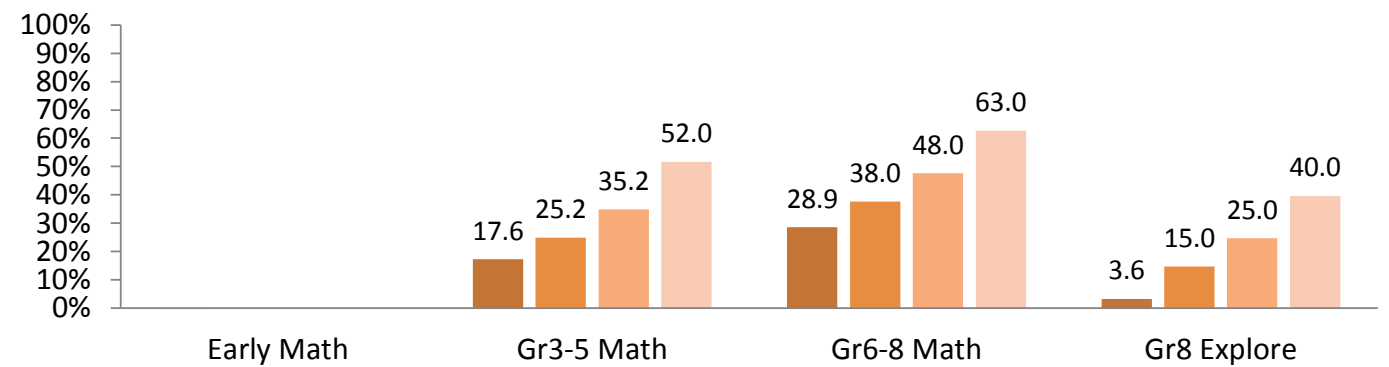
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy				
Gr3-5 Reading	16.0	26.0	36.0	51.0
Gr6-8 Reading	26.5	37.0	47.0	62.0
Gr8 Explore	3.6	15.0	25.0	40.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math	17.6	25.2	35.2	52.0
Gr6-8 Math	28.9	38.0	48.0	63.0
Gr8 Explore	3.6	15.0	25.0	40.0

Continuous Improvement Work Plan
2012 - 2014

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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:	Park Manor 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
William E. Johnson, Ed.D.	Principal
Caroline Ellis	Assistant Principal
Reneatha McDonald	LSC Member
Allyson Simpson	Classroom Teacher
Ellis Perry	Classroom Teacher
Orlando Woods	Lead/ Resource Teacher
Keisha Watts	Classroom Teacher
Johnny Jones	Parent/ Guardian
Briana Hambright-Hall	Special Education Faculty

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA					**Early Math** % of students at Benchmark on mClass	NDA			

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.0	26.0	36.0	51.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	17.6	25.2	35.2	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.3	58.0	68.0	75.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	45.3	55.3	65.3	80.3

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.5	37.0	47.0	62.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	28.9	38.0	48.0	63.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.2	76.0	86.0	90.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	75.0	80.0	85.0	90.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	3.6	15.0	25.0	40.0		**Explore - Math** % of students at college readiness benchmark	3.6	15.0	25.0	40.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	95.0	96.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	16.6	12.0	10.0	8.0

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	50.5	62.0	72.0	80.0		**ISAT - Reading** % of students exceeding state standards	5.7	12.0	24.0	48.0
ISAT - Mathematics % of students meeting or exceeding state standards	65.6	72.0	80.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	6.2	12.0	24.0	48.0
ISAT - Science % of students meeting or exceeding state standards	54.1	60.0	65.0	70.0		**ISAT - Science** % of students exceeding state standards	0.0	5.0	10.0	20.0

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. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has established clear, measurable goals for student achievement; 1. Literacy: Improve Literacy Achievement with a focus on data Driven Standard Based Instruction across the grade levels and content areas as ensuring a 10 percentage point gain. 2. Mathematics: Improve the fidelity of implementation of Envisions & Connected Math curricular strategies through the use of Peer-to-Peer dialogue with all stakeholders to ensure an increase of the 10% of Exceeds students on the ISAT Assessments. 3. To improve our Learning Climate through ambitious instruction & Family Ties to be measured by student participation in extracurricular activities and parent involvement in school sponsored events. The goals are posted on banners in the halls. The goals are listed in the school's bulletin every week. Saturday School Boot Camp and After School Programs, were structured to meet the students' achievement goals.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	*Grade level meetings are held weekly to evaluate teacher needs and interests as well as to build opportunities for growth in content knowledge. *Administration meets with Teachers to discuss student assessment result, grades, and progress to establish goals and benchmarks, and to drive continuous improvement of students and instruction. *The Principal consistently riterates the school's vision and goals and support students in understanding and reaching these goals by providing the teachers with the materials and technology that they need for quality instruction.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	*Teachers consistently share information and new learning from Professional Developments attended. *Open ILT meetings – Staff outside of the team are welcome to participate. *Each grade level has a chairperson who disseminates information to his/her grade level team. *The RtI team is operating effectively. *Data Team analyzes data and recommends strategies to drive instruction. *Union representative keeps the staff up to date regarding union business. *CWIP Teams consist of faculty/staff of all grade levels.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	*The ILT is represented by teachers of all grade levels and the members have the knowledge and expertise to make decisions for all students and staff. *The ILT has discussions and make decisions about the school's approach to professional development. *The ILT allows members to take leadership roles in decision making that advances the school's strategic focus. *ILT analyzes data to monitor and implement the school's plan.	
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.	*The school uses data from assessments (Scantron, Common Core, & Teacher) on an ongoing basis to make adjustments to their instrucional focus and to target the needed support for students. *Teachers collaborate during grade level meetings on curriculum mapping strategies based upon assessment data. *Mid-year and End of the year reviews are conducted to analyze student performance and instructional strategies	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**2**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	*Instruction-Curricular pacing/ scope and sequence is most often determined by the schedule set forth in the instructional materials aligned with the Illinois State Standards. *Teachers develop units of instruction aligned to standards and student need gathered from student data. *Text, i.e LEAD 21, exposes students to grade appropriate levels of complexity and focuses on non-fiction. * Short and long term plans include support of students with disabilities to gain core content knowledge. *Teachers use district pacing quides whic are provided for middle school curriculum and ISBE websites which provide grade level standards as well as instructional resources.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level has a set of instructional materials that are aligned with Common Core Standards, i.e Envision Math, Connected Math, and LEAD 21. Instructional materials are supportive of students with disabilities, and support the curriculum with differentiation.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide and classroom data is organized and available to all who need it immediately after each assessment, i.e. Scantron, and Common Core. Most grade levels use a comprehensive set of assessments ranging from diagnostic to summative to monitor student learning on a frequent basis(pre,post, and unit tests0 Assessment methods are varied, i.e performance task (projects) unit tests, and student work, and are aligned with state standards. Assessment modifications and accomodations are in place to ensure that students identified with disabilities are able to demonstrate their knowledge and skills(RTI).	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Most teachers clearly communicate to students the standards based learning objectives, directions, and the relevance of learning. Some questioning is high level with most assessing student comprehension. ·Sequencing of lessons is sometimes purposefully aligned with standards based objectives to build higher order thinking skills, but mainly driven by the instructional materials pacing. Each teacher implements scaffolding strategies and differentiated instruction to ensure that all students have opportunities to engage in complex tasks. ·Formative assessment is used regularly during instruction by most teachers to monitor student progress and understanding as a tool to guide instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Scantron and Common Core Assessments are administered throughout the school year;STEP and BAS administered periodically; Weekly teacher-made skills assessments drive instruction; Unit Tests;Pre and Post-Tests used to assess skills deficits: LD resource classes; Walking Reading Program; RTI procedures implemented; Differentiated Instructions and grouping strategies are aligned with assessment data; After-school and Saturday school is available for identified students: Administration conducts PM Sessions; Curriculum mapping prepared during grade-level meetings; Observations and conferencing with Administration is consistent: Student anecdotals are kept on file:	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	School-wide goals are developed based upon Assessment data, then communicated and emphasized during all Professional Development as well as ILT meetings;Professional Development is conducted by staff and Administration according to school needs; Bi-weekly ILT meetings are supported by informed peer coaching and grade-level collaboration; All ILT meeting agendas are aligned to an established 4-component collaboration model which address staff and student needs.	

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. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Grade-level meetings are held weekly with Administration focused on data analysis and curriculum planning; Formal and informal meetings are held between teachers and specialists to assess student performances; 5-week progress reports are generated; Instruction teams collaborate daily and weekly during common planning time; Resource and Social Services team meet according to need to address student IEP's; ILT include chairpersons who identify and discuss issues and subsequently communicate with their grade-level teams;	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	ILT identifies teacher needs, and proposes strategies to address those needs; Chairpersons share concerns of grade-level teams with ILT which proposes action plans to provide support; Staff personnel are assigned to provide support to colleagues with instructional concerns; Adminstration conducts regular classroom observations with immediate feedback.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	*Career /High School Fair are attended by Park Manor students to support higher education endeavors. *Administration has established a partnership with High School (i.e. Robeson) to speak to students about goals and aspirations that would lead them to college and career readiness. *The school has designated the 3rd floor as the College floor. College Banners are displayed throughout the corridor and each classroom has chosen a College that would display information on their door. *School-wide assemblies are held which showcase students'	
	Relationships	--->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	*The school has partnered with several student advocates groups or organizations (i.e Illinois Masonic Lodge, Omega Men, Park Manor Congregational Church, Lakside Community Outreach) that serve as mentors for our boys and girls of all ages. *All students, including students with disabilities, participate in all social and academic activities and events, in addition to student organization being structured to promote both physical and social integration. *Mutual respect is demonstrated amomg teachers and students is characteristic of most of our teachers and student with consistency in addressing disrespectful behavior.*annual *Boys/Girls retreat s are held at Park Manor.	
	Behavior& Safety	--->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	*The school has established school-wide rules/with rewards and consequences for appropriate and inappropriate actions. Students are reward monthly by putting their name in the newsletter and in class recognition given by the teacher. * A partnership with the University of Illinois at Chicago has been implemented for over 6 years focusing on positive behavior within the school and community by working with children and parents.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	*Principal meet monthly with parents and share student performance data and strategies and initiatives for improving student achievement, including suggestions for parent involvement. * Teachers provide clear expectations for student achievement and standards to parents and communicate student progress weekly to parent while encouraging parent involvement and student support. *School provide information and explanations to parents regarding student expected gain and student interim progress toward meeting those expected gains.	
	Ongoing communication	-->		**3**
	• 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.	Two- way communication is ongoing throughout the school year. Teachers are required to maintain up to date grades and communicate students performance through phone calls, graded assignments, and notes to parents weekly. The school's wesite has been established to communicate to parents about upcoming events, school information, classroom curriculum/homework assignments , and resources to support learning.	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	* The school has a family oriented environment where parents and community members are encouraged to participate in school activities, events, and committees. *Principal is active leader in school and community , including forming partnerships with community organizations * The school has an active LSC ,PAC, and Alumni who work collaboratively with principal and staff in creating and maintaining a supportive relationship between school, home, and community.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Park Manor school's staff (administration, classroom teachers and clinicians) conducts intensive outreach to families in need of specialized support through home visits, collaboration with community and mental health agencies. Students at Park Manor have benefited from these services by showing an increase in being able to manage their behavior and have demonstrated an increase	
College & Career Exploration and election	--->		**3**
• 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.	*Counselor regulary communicates with students about high school and college information. *Students participate in annual high school fair: explore test is administered to 8th grade students.	
Academic Planning	--->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Park Manor 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 through support of the school counselor and various programs offered through CPS. Students are well aware of programs offered all year. The school counselor advises the students that staying on task with academics and utilizing computers for assistance with researching information about possible fields will help them determine what to major in high school and college.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Resources are given to parents and students about off-campus sites for academics, sports ,dance, and theatre. Saturday field trips were planned to History Fair and Sport Events. Chess Clubs, Basketball Teams, Boys and Girls Retreat are part of the extracurricular	

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
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Park Manor promotes preparation and participation and performance in college and career assessments by making sure that all students take the yearly EXPLORE TEST which allows the students to take a college and career survey which helps the students determine what they might want to pursue in life. When	
	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.	DNA	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Park Manor ensures that students effectively transitions into Kindergarten by making sure that the parents are well informed upon registration about open-houses, school web-site, monthly calendars/ news letters and practicing daily effective classroom procedures (sign-in, receiving homework packets, class trips, behavioral concerns). Park Manor ensures effective transition of their students in the "benchmark grades" by making sure that parents and students are well informed in the beginning of the school year with the citywide	

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***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	*School has allocated resource for professional development(i.e. ILT and common Planning time) *Budgeted resources for extended learning opportunities(i.e. Saturday School) * school has funded Matching grant with local agency in Journalism(i.e. True-Star *Quarterly monitoring with LSC for resource allocations are conducted.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	*After needs assessment of school's offerings, appropriate personnel wa employed(i.e. Physical Education Teacher) *Inter from a local university was hired as a co-op teacher. *ILT Team established a rubric for interview process *School organized by grand bands(i.e. PreK-2, 3-5, 6-8)to maximize commonalty	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	*School incoprates differentated reading instructional strategies to support various levels. *School utilizes weekly Departmental meeting as well as ILT and Staff are scheduled weekly to support collaboration bi-weekly *Auxicillary staff has been incorporated in the reading and math programs to support differenated instruction.	

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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

Park Manor Elementary School will create a student-centered learning climate that integrates technological awareness and applications to facilitate a variety of challenging opportunities that will be instrumental in the formulating of life-long skills and knowledge for all students, including those with physical and mental challenges. These experiences will effectively prepare students to become responsible, productive members of our rapidly changing and perpetually advancing world. Our MISSION will be achieved through the unification and utilization of resources and external partnerships generated through the collaborative efforts of our parents, faculty/staff, and community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will implement a standard based curriculum aligned to CCSS, supported by research based instruction and technology	Based on data observation a stronger alignment needs to occur in order for us to continue our upward trends across the content areas
2	All teachers will participate in ongoig professional development centered on the Framework for Teacher effectiveness supported by continual observation cycle.	Classroom observations indicate that teachers will benefit from indept professional development on planning and collaboration of grade bands to effectively master teaching and learning.
3	Students will be afforded a differienated approach to learning utilizing a targeted avenue to learning as well as enriching curriculum to maximine the Full School Day implementation.	Because of the additional time we will be able to expose our children to richer and broader instructional program.
4	Optional	
5	Optional	

CIWP

2012-2014 Continuous Improvement Work Plan

Park Manor Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will implement a standard based curriculum aligned to CCSS, supported by research based instruction and technology	Based on data observation a stronger alignment needs to occur in order for us to continue our upward trends across the content areas

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development to support Common Core implementation through research based instruction with the use of technology	ILT/ Teacher Teams	All	Principal, Assistant Principal,and ILT Team	Summer 2012	Year 2		
Teachers in grade bands formulate units of instruction to support the CCSS curriculum across the content areas	ILT/ Teacher Teams	All	Teachers/ Department Chairs	Quarter 1	Quarter 4		
Use various technology methods to support and develop instruction in grades K-8 to differentiate CCSS in the areas of Reading and Math	Equipment/ Technology	All	Teachers/ Technology Coordinator	Summer 2012	On-going		
Inventory the level of complex novels in grades K-8 to align instruction to CCSS Text Complexity Factors	Instructional Materials	All	Teachers	Summer 2012	Summer 2012		

Strategic Priority 1

CIWP

2012-2014 Continuous Improvement Work Plan

Park Manor Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 2

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

Strategic Priority Description	Rationale
All teachers will participate in ongoig professional development centered on the Framework for Teacher effectiveness supported by continual observation cycle.	Classroom observations indicate that teachers will benefit from indept professional development on planning and collaboration of grade bands to effectively master teaching and learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT Team provide professional development on Framework for Teacher Effectiveness	Professional Development	All	Principal, Assistant Principal, and ILT Team	Summer 2012	On-going		
In each grade band, chair person conducts after school workshops on the implementation of Domain 1 to guide teachers with effectively planning and preparing instruction	After School/ Extended Day	All	ILT Grade Band Chair	Summer 2012	Quarter 2		
Grade band teachers meet to collaborate on effective planning and preparation to support instruction weekly	After School/ Extended Day	All	Principal, Assistant Principal, and Dept. Chair	Summer 2012	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Students will be afforded a differienated approach to learning utilizing a targeted avenue to learning as well as enriching curriculum to maximine the Full School Day implementation.	Because of the additional time we will be able to expose our children to richer and broader instructional program.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
To support the Full School Implementation identify support personnel to implement extra curriculum activities to enhance learning.	Staffing	All	Principal	Quarter 1	Quarter 4		
Create a master schedule that would incorporate extra curricular offerings to suppor the Full School Day.	Instruction	All	Administrators/ Programmer	Summer 2012	Summer 2012		
Using external partners to support extra curriculum offerings focusing on Foreign Language, Fine Arts, and Technology to broaden students development academically and socially.	After School/ Extended Day	All	Administrators/ Programmer	Quarter 1	Quarter 4		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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