



2012-2014 Continuous Improvement Work Plan

Parkside Elementary Community Academy

Skyway Elementary Network
6938 S East End Ave Chicago, IL 60649
ISBE ID: 150162990252395
School ID: 610116
Oracle ID: 31201



Mission Statement

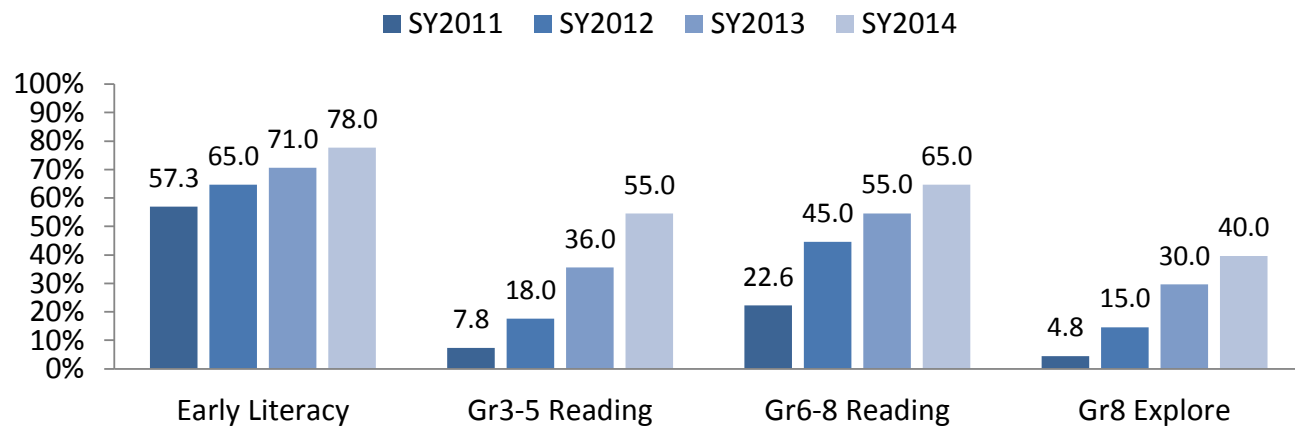
Our Mission is to be an academy that provides innovative quality instructional programs that will develop leaders and critical thinkers through the integration of the arts through literacy, numeracy and technology across the curriculum. To develop a safe learning environment, we will involve All students, parents, community and other stakeholders in addressing the educational needs of all of our students through differentiated instruction. Our students learning is richly enhanced through the Pre-School for All Program, Safe Schools and Healthy Students Program.

Strategic Priorities

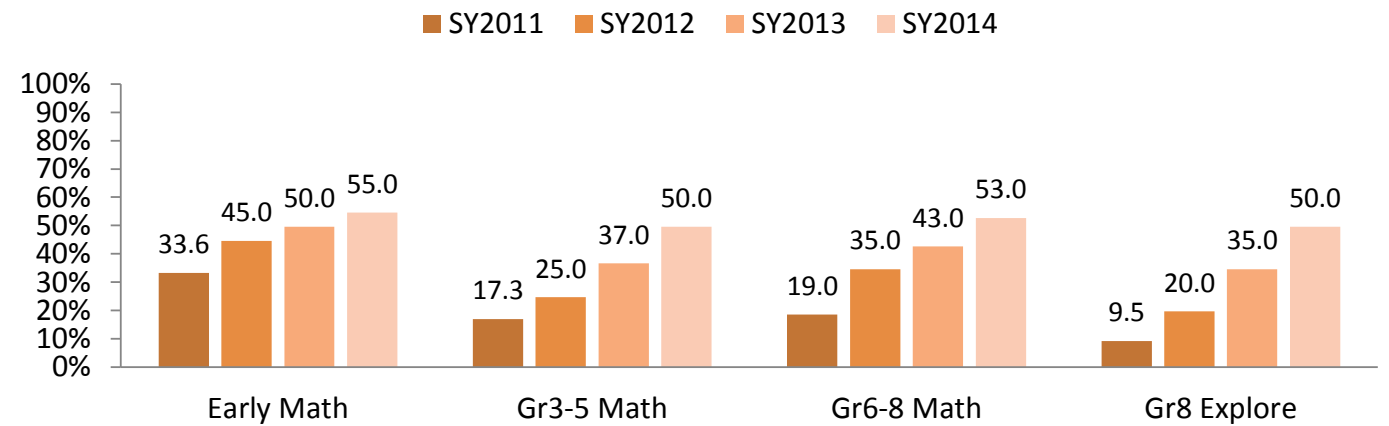
1. Full School Day
2. Common Core
3. Effective Instruction/Charolette Danielson's Model
4. Climate and Culture

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Parkside Elementary Community Academy

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
Dorothy Thompson	Principal
Cari Rohe	Counselor/Case Manager
Atoya Elms	Lead/ Resource Teacher
Karen Pikosz	Special Education Faculty
Shelley Sinal	Classroom Teacher
Trinita Gillespie	Classroom Teacher
Debra Gardner	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	57.3	65.0	71.0	78.0		Early Math % of students at Benchmark on mClass	33.6	45.0	50.0	55.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	7.8	18.0	36.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.3	25.0	37.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.2	52.0	60.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.0	54.0	63.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.6	45.0	55.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	19.0	35.0	43.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.3	65.0	75.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	41.7	60.0	68.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	4.8	15.0	30.0	40.0		Explore - Math % of students at college readiness benchmark	9.5	20.0	35.0	50.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	89.8	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	90.7	80.0	75.0	70.0

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	49.5	60.0	65.0	70.0		ISAT - Reading % of students exceeding state standards	3.5	10.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	58.9	65.0	70.0	75.0		ISAT - Mathematics % of students exceeding state standards	5.6	12.0	17.0	22.0
ISAT - Science % of students meeting or exceeding state standards	52.9	63.0	68.0	73.0		ISAT - Science % of students exceeding state standards	2.9	9.5	15.0	20.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	School has a number of competing priorities: Common Core, Achievement Network, Scantron, ISAT, classroom assessments. We establish goals each school year, and we have planning times.	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	Many opportunities for parents are available. Information is provided to parents in the main office, through flyers going home and through the various events held at the school. Weekly staff meetings are held. Grade level meetings/common planning time is provided each week. Monthly Parent Advisory (PAC) Meetings provide information and opportunities for parents to receive training information to assist them with their children.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Many teachers have signed up to work on the various teams in the school, but all teachers have an opportunity to participate in grade-level meetings receive information from leadership meetings. Planning sessions are hosted before the start of the year, and all staff are invited to participate. Therefore, decisions that are made during the planning sessions are implemented during the school year.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT team meets regularly and is comprised of the various departments.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Data is presented at leadership and staff meetings, and professional development days. Teachers review disaggregate data in grade-level bands. Achievement Network, Scantron, DIBELS and classroom assesment data is looked at regularly.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Teacher instruction is driven by the state standards. Students with disabilities are included in general education classes. Curricular pacing/scope and sequence is provided to guide instruction through DePaul University's website.	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Math, science, social science and reading materials are provided. Teachers are provided with the standards, and they use Safari Montage, Education City, Study Island and Weekly Reader and Science on the Go to supplement/enhance instruction. Instructional materials are supportive of students with disabilities.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Some teachers are using small groups and scaffolding. Teachers do communicate the objectives. Most teachers are collaborating and using formative assessments. Sequencing of lessons in most classes is primarily driven by the pacing suggested instructional materials. Formative assessment during instruction is used occasionally or inconsistently between teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Many programs are offered to enhance student learning: Saturday School, pullout services in the morning by resource teachers, SES, ASAS, RTI, and various community resources are available.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Whole staff development does occur regularly. ANet professional development has been ongoing. District offers plenty of professional development opportunities on the pd days. Local PD provided: Common Core; ISAT Boot Camp, etc.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Team meetings are scheduled for the preparatory periods and the time is available. Most teachers benefit from the collaborative resources. Some teachers meet and work outside of the allotted time as well. Collaboration is taking place with special education teachers and general education teachers.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>The lead literacy coach in the building does provide coaching to the teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Career Fairs attended at local colleges, staff wear College shirts on Fridays, expectations for students to succeed beyond grade and high school are present.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	The high risk students are provided with individual and group counseling. Female mentoring through Vision Girls and Global Girls program. Male mentoring through Concerned Christian Men. Mentoring and Service development through the National Jr. Beta Club. Students with disabilities are engaged in all activities.	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	PBIS, Champs, Second Step, classroom incentives, parent watch outside and community collaboration through the National Black United Fund.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Student and Parent Handbook distributed at the beginning of the year are developed with the input of all staff members attending the summer planning sessions. Expectations clearly explained. Progress reports/report cards are distributed. Bi-monthly newsletter, failure notices, incentives announced are sent home.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Monthly LSC, NCLB-PAC Meetings and Annual Open House, in promptu conferences held before and after school, notice has been given to parents regarding behavior.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>School assemblies: spelling bee, black history month assembly, beta club induction, science fair, academic bowl, fine art presentations, etc.</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Morning tutoring was offered to upper grade students, morning and afternoon support offered for science fair projects. SASS called by staff for students as needed. Dental services , backpack and uniforms given out, staff says late with students who are having issues at home, anger coping groups/home visits.	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	8th graders plan ahead to choose a high school. Discussion with students about careers/career fair is held.	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Partnership with the University of Chicago for debate team. Grants are career based: Urban Gateways, Science on the Go, National Jr. Beta Club, Striding Lions, Girls Scouts, SES tutornig, Algebra Club and Before/After School Tutoring.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Partnered with Striding Lions. Urban Gateways, Global Girls, University of Chicago and school staff to provide Fine Arts -- Dance, Acting, Arts Enrichment, Debate and Verbal Expression, Choir Guitar and National Jr. Beta Club.		

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 ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	N/A	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Encourage students to attend step up to next grade, and summer programs are available though CPS for 8th graders to transition to high school.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<i>Use of Discretionary Resources</i> ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Resources are used to enrich students experience at school while providing caring and knowledgeable staff who are capable of sharing their expertise through AVID.</p> <p>Friday Fine Arts period exposes to students music, dance, acting, debate, spoken word, art enhancement and choir.</p>	
	<i>Building a Team</i> ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring takes place in a timely manner for vacancies. A team interviews staff for positions. School actively works to build a pool of potential staff members through student teachers and counselor interns.</p>	
<i>Use of Time</i> ----->			3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Schedules are set up so that grade levels can have consistent meeting and collaboration time.</p>		

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

Our Mission is to be an academy that provides innovative quality instructional programs that will develop leaders and critical thinkers through the integration of the arts through literacy, numeracy and technology across the curriculum. To develop a safe learning environment, we will involve All students, parents, community and other stakeholders in addressing the educational needs of all of our students through differentiated instruction. Our students learning is richly enhanced through the Pre-School for All Program, Safe Schools and Healthy Students Program.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Full School Day	Keeping with the District's priorities we are implementing the FSD, Parkside is a school of growth. This will also help to enhance the school environment. Maintain school partnership to enhance fine arts through Fine Arts Friday with the University of Chicago, Global Girls, Vision Girls, Urban Gateways and others.
2	Common Core	Provide rigorous instruction to all students. To promote higher order thinking skills, and enhance quality instruction.
3	Effective Instruction/Charolette Danielson's Model	Building teacher capacity through on-going goal setting, Parkside will ensure that quality instruction is being provided to the students. Teachers will be able to reflect and improve their pedagogy through administrative collaboration and supervision.
4	Climate and Culture	Keeping with the District's culture of calm, Parkside will provide a Dean of Students, collaboration around PBIS, Second Step and Calm Classroom to improve the climate.
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
Full School Day	Keeping with the District's priorities we are implementing the FSD, Parkside is a school of growth. This will also help to enhance the school environment. Maintain school partnership to enhance fine arts through Fine Arts Friday with the University of Chicago, Global Girls, Vision Girls, Urban Gateways and others.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Common Core Standards	Professional Development	All	Administration	Summer 2012	On-going		
Common Core Standards	Instructional Materials	All	Administration	Quarter 1	Quarter 2		
Common Core Standards	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going		
Literacy/Math	Instructional Materials	All	Administration	Quarter 1	On-going		Instructional Materials and supplies to enhance Math and Literacy.
Scheduling for Optimum Instruction	After School/ Extended Day	All	Administration	Summer 2012	On-going		Buckets for extended-day.
Enhance School Community Relationships	Parental Involvement	All	Administration	Quarter 1	On-going		NCLB PAC Training.
Parent Training/Connection	Professional Development	All	Administration	Quarter 1	Quarter 4		
Fine Arts Partners	Other	All	Administration	Quarter 1	Quarter 4		



Strategic Priority 1

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
Common Core	Provide rigorous instruction to all students. To promote higher order thinking skills, and enhance quality instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy	Instructional Materials	All	Administrators	Summer 2012	Quarter 1		
Literacy	Supplies	All	Administrators	Summer 2012	Quarter 1		
Literacy	ILT/ Teacher Teams	All	Administrators	Quarter 1	On-going		
Math	Instructional Materials	All	Administrators	Summer 2012	Quarter 1		
Math	Supplies	All	Administrators	Summer 2012	Quarter 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
Effective Instruction/Charolette Danielson's Model	Building teacher capacity through on-going goal setting, Parkside will ensure that quality instruction is being provided to the students. Teachers will be able to reflect and improve their pedagogy through administrative collaboration and supervision.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
REACH Student - Teacher Evaluation Tool Overview	Professional Development	All	Principal & Assistant Principal	Summer 2012	On-going		
REACH Student - Teacher Support	ILT/ Teacher Teams	All	Principal & Assistant Principal	Quarter 1	On-going		
REACH Student - Teacher Collaboration	Other	All	Principal & Assistant Principal	On-going	On-going		



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
Climate and Culture	Keeping with the District's culture of calm, Parkside will provide a Dean of Students, collaboration around PBIS, Second Step and Calm Classroom to improve the climate.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Improved teacher and staff attendance	Instruction	All	Administration	Quarter 1	On-going		
Improved student attendance	Other	All	Administration	Quarter 1	On-going		
PBIS - Schoolwide Implementation	Professional Development	All	Administration	Quarter 1	On-going		
Dean of Student/Disciplinarian	Staffing	All	Administration	Summer 2012	On-going		
NCLB Parent Training	Parental Involvement	All	Administration	On-going	On-going		
ESP - NCLB Highly Qualified	Staffing	All	Administration	Quarter 1	On-going		ESP's will assist with tutoring, lunch coverage and recess. (NCLB Qualified)



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