CIWP

2012-2014 Continuous Improvement Work Plan

John J Pershing Elementary Humanities Magnet

Burnham Park Elementary Network

3113 S Rhodes Ave Chicago, IL 60616

ISBE ID: 150162990252402

School ID: 610126

Oracle ID: 29251

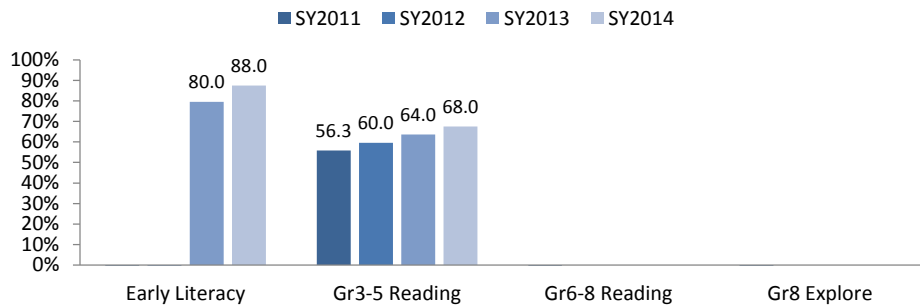CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To challenge and inspire all students through our humanities based curriculum which emphasizes literacy and number sense. We will foster academic excellence and personal responsibility through meaning and diverse learning experiences in conjunction with parents and the wider school community as part of our goal to produce technological, social, global and college career ready citizens.
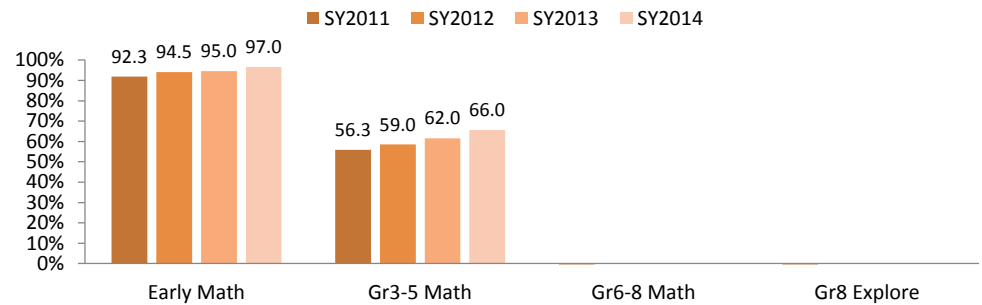
Strategic Priorities

1. Promote a positive learning experience for all students by providing teachers with professional development and coaching in addressing students with social/emotional. behaviors.

2. Create an individualized plan (IEP) for every student that addresses deficits in numeracy, concepts and skills acquired for success in elementary mathematics

3. Provide a literacy program that incorporates science and social science across the content area to build vocabulary and comprehension for all students as identified by tier levels.

School Performance Goals

Literacy Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Early Literacy: 80.0, 88.0
Gr3-5 Reading: 56.3, 60.0, 64.0, 68.0
Gr6-8 Reading: —
Gr8 Explore: —

Math Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Early Math: 92.3, 94.5, 95.0, 97.0
Gr3-5 Math: 56.3, 59.0, 62.0, 66.0
Gr6-8 Math: —
Gr8 Explore: —

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:	John J Pershing Elementary Humanities Magnet

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
Antonia L. Hill	Principal
Gretta Steadman Ellis	Assistant Principal
Michael Brown	LSC Member
Louis Flowers	Parent/ Guardian
Jennifer Quinn	Classroom Teacher
D'Andrea Mosely	Classroom Teacher
Jeffrey Naumann	Special Education Faculty
Angela Conner Osby	Counselor/Case Manager
Sarah Schoppman	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	NDA	n/a	80.0	88.0	**Early Math** % of students at Benchmark on mClass	92.3	94.5	95.0	97.0

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	56.3	60.0	64.0	68.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	56.3	59.0	62.0	66.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	77.1	75.0	80.0	82.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	80.9	65.0	70.0	74.0

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	NDA				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			

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	NDA				**Explore - Math** % of students at college readiness benchmark	NDA			

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	95.8	96.5	97.5	**Misconducts** Rate of Misconducts (any) per 100	19.2	16.0	14.0	12.0

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	88.2	90.0	95.0	100.0	**ISAT - Reading** % of students exceeding state standards	39.2	44.0	49.0	53.0
ISAT - Mathematics % of students meeting or exceeding state standards	90.2	92.0	95.0	100.0	**ISAT - Mathematics** % of students exceeding state standards	54.9	58.0	62.0	64.0
ISAT - Science % of students meeting or exceeding state standards	NDA				**ISAT - Science** % of students exceeding state standards	NDA			

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
	Goals and theory of action	-->		**4**
DIMENSION 1:Leadership	• 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.	For the past three years, Pershing East has made the expected gains (targets) on the ISAT Test in both Reading and Math. MAP results have consisently shown deficits in vocabulary and comprehension. Interventions in both literacy and math have been implemented school wide through RTI, addressing the individual needs/deficits of individual students. * The school does have an established plan of action that details our priorities and students.	
	Principal Leadership	--->		**2**
	• 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.	The principal ensures that grade level planning is incorporated within the weekly schedule. A professional learning system that evaluates the individual needs and interests of teachers has not been fully implemented. * Although practices are monitored on a consistent basis, more emphasis is needed to assist teachers in determining their own continuous improvement through individualized professional development. *The principal has created a system for empowering families and the community by being very transparent and forthright with information regarding the school's performance, learning goals and opportunities for involvement through various mediums of parent meetings, written and verbal communication.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • 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 are invested in the success of the school. Some to a greater degree than others. Overall, teachers are provided leadership opportunities through areas listed in "Effective School", but more so through: -ILT teams -RTI team -Grant writing -CIWP -Teacher led Staff meetings & PD -Family liason (Counselor) -Mentor teachers -Chair of schoolwide committees/assemblies/celebrations -Teacher equity and voice; opinions are valued -School visits; peer observations are welcomed & permitted	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • 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	* An effective ILT team has been established. The team meets bi-monthly to discuss, plan and review school data from teacher assessments, NWEA, STEP, and mClass with the intent of improving teaching and learning practices school wide. *From these dialogues, "next step" plan of actions for instruction within the classroom are discussed with grade level teams. Grade level teams meet with ILT members and admin to discuss plans and next steps. * ILT team shares PD materials with entire staff. Team is responsible for articulating district and Network goals and expectations.	
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.	Every teacher has at least 3 collaborative prep periods scheduled within their week in addition to 4 other preps. Teachers meet weekly across grade level teams with the inclusion of the SPED teachers. Data is analyzed in these meetings which include an administrator present on occassion. Teachers also have vertical planning time, but more work is needed in this area.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	* Grade level teams continue to meet to unpack the CCSS; standards are used to develop weekly lessons as well as short and long term plans in all subject areas. *Curriculum teams meet weekly to plan common units aligned to standards. *Leveled texts are used for guided reading as well as for differentiation based on student needs and enhancement. *Teachers are knowledgeable about the instructional level of students based on formative and on-going assessments.	
	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).	Every grade level band has instructional materials aligned to the standards with additional supplemental materials included. * SWD are also provided the same materials as well as additional instructional supports to meet their individual needs. *Admin has provided additional instructional support with leveled readers (Fiction/Non-fiction), LA, comprehension support, writing and grammar.	

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	-->		**3**
• 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.	*Every teacher has been provided a "Data Binder" to archive NWEA, STEP and mClass data. *Classroom teachers have accessible student portfolios in classroom inclusive of student work; rubrics included and student self-reports along with teacher graded reports. *Acommodations/modifications for SWD are made; SPED teachers meet weekly with grade level (GEN ED) teachers to ensure that practices are applicable for SWD.	

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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.	*Learning objectives are posted daily in evey classroom. However, students at all grade levels are not able to articulate the purpose behind the objective. *Questioning is low on Bloom's taxonomy. More work is needed in this area. *Teachers utilize checklists, anecdotal records, and rubrics when observing/monitoring student progress, but more work is needed in this area school wide.	

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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.	Based on NWEA and STEP tests, which are administered 3 times a year, the school uses these tools as screening assessments to initially identify students in need of academic interventions. * A team of staff members assist in administering these assesments. Grade level teams meet with ILT team to discuss gaps; plan of action for RTI is established. *All teachers including SPED teachers implement RTI throughout the curricular areas that deficits have been identified for students (reading/math) *ILT team monitors the implementation and meets with admin and staff to discuss progress and next steps.	
Whole staff professional development	-->		**2**
• 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.	PD has been somewhat disjointed. PD has mostly been tied to CCSS, but not closely aligned to school's priorities. *PD has not been monitored for its quality, effectiveness or relevancy. Mostly tied to CCSS as ILT team provides.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**2**
	• 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.	Teachers meet regularly (weekly) with grade level partners and SPED teachers. On occasion, the counselor/case manager also attends. Teams are not fully inclusive of other specialists at every grade level. * Agendas are created and notes aer submitted to Admin for review/updates. * ILT team meets with teachers regularly to discuss next steps and plans of actions for school wide intervention strategies.	
	Instructional coaching	--->		**2**
	• 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.	No formal support has been provided for mentoring or coaching of new teachers. Coaching is generally "in-house" and provided by grade level partner. However, a more formalized structure needs to be established. *Teachers do receive quality feedback (formal/informal) on a consistent and on-going basis by Principal/AP. *Peer observation and visitation happens occasionally and it part of the school's professional learning, but a more structured system needs to be inputted.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture** -->			**2**
	• 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	The Admin and some teachers reinforce that the standard of teaching and learning expectations are very high in this school. Parents are consistenly made aware of the expectations through parent meetings, conferences and home-school correspondence.	
	Relationships -->			**4**
	• 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.	Every student has an adult advocate within our building. The Principal and Asst. Principal knows every child by name and family within the building. * Interactions among staff and students is positive. *An inclusionary model of learning is embedded within the school for SWD to be housed within the Gen Ed classroom is implemented. SWD are only removed from the Gen Ed classroom for those minutes dictated by their IEPs. *Family programs, assemblies and celebrations are conducted monthly.	
	Behavior& Safety -->			**4**
	• 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.	School has a common, system-wide approach to student discipline and interventions. Every classroom is consistent in using a "Red-Light" approach so that students can monitor their behavior. Students who are referred for violation of school rules and or SCC are given the opportunity to state their case and rectify it through the school's referral process and reflective thinking.	

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Typical School	Effective School	Evidence	Evaluation
Expectations		-->	**4**
• Principal provides information to families on school performance in response to parent requests. • 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 conducts "Family meetings" with parents as students transition from one grade to the next, the year prior. Principal also conducts ISAT meetings to "Prepare Parents for the ISAT"; school wide learning expectations are provided during Open House, New Parent Orientations, Grade level Parent Meetings, and through a Summer mailing packet. *Principal conducts "Parent Data Nights"-parents are provided their child's test data through CIM. * A 3rd Grade Transition Meeting is provided to parents as students move from grade 3 and beyond.	
Ongoing communication		-->	**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Communication is on-going and consistent. Principal provides daily/weekly out-calls with updates, announcements, etc.; emails, school marquee, teacher web-sites, and a Weekly Homework sheet goes home indicating homework, test/quiz dates, and school wide announcements. *Parents are inaundated with weekly notices as well as student behavior and progress.	
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 principal has led and created a culture that is welcoming and inviting in the school. Families are provided numerous opportunities to engage in activities within the school. *More community involvment is needed other than through "Coffee Chats" with the Principal or LSC meetings. A more consistent effort needs to be made by all to involve the community members more. However, the majority of our students do not live within this community, they are bussed in. Therefore, many don't have a connection to the community surrounding the school.	

DIMENSION 5: Family and Community Engagement (vertical row label)

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	-->		4
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff does an excellent job in conducting intensive outreach to families in need of specialized support. Home visits have been conducted by Principal, Asst. Principal, Counselor, Social Worker; in addition to that transportation has been provided to families in need as well as clothing, food and contacts for social services.	
N 6: College and Career Readiness Supports	**College & Career Exploration and election**	-->		
	• 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.	N/A	
	Academic Planning	-->		
	• 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.	N/A	
	Enrichment & Extracurricular Engagement	-->		4
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	School provides a Before/After school academic enrichment program. During the summer, students entering grades 3 and Kdg are provided an opportunity to attend a "Step Up" program for 3 weeks.	

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	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	***College & Career Assessments***	-->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	N/A	
	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.	N/A	
	Transitions	-->		3
	• 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.	School meets with entering parents of Kindergarteners and 1st-3rd grades in Mid-May to prepare parents for expectations of learning and behavior. Parents are provided the opportunity to register their child for the "Step Up to Kdg and 3rd grade" program (2-3 weeks during the summer). *Summer packets which include Summer Homework and teacher introductions are also forwarded to families over the summer.	

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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
	Use of Discretionary Resources	-->		4
DIMENSION 7: Resource Alignment	• 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 meets with staff and ILT to identify what resources will be needed to meet instructional gaps of students; Principal aligns discretionary funds. *School encourages opportunities for outside funding through grant writing, sponsorships and partnerships which have been very successful. *Funding is aligned to instructional and strategic priorities and needs of students.	
	Building a Team	-->		4
	• 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.	Hiring is conducted through a team effort. Teacher teams conduct the interviews with questions they create. Interview teams consists of grade level teacher, counselor, specialist teacher (Art, Mandarin or PE), LSC member and a parent. *Candidates must create a lesson and conduct that lesson in one of our classrooms. *Candidates can be recommended from Staff or through eBulletin. *Decision to offer position is through a collaborative team effort, vote and decison.	
	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 utilizes the expertise and knowledge of the teachers when creating schedules. Schedules are based on the needs of students, not the adults. *Collaboration periods are included within the schedule for weekly contact. Collaboration for the purpose of instructional needs must be meaningful, relevant and of a high quality. *RTI is embedded within the schedule daily and is monitored through ILT team and Admin.	

Date Stamp November 22, 2012

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

To challenge and inspire all students through our humanities based curriculum which emphasizes literacy and number sense. We will foster academic excellence and personal responsibility through meaning and diverse learning experiences in conjunction with parents and the wider school community as part of our goal to produce technological, social, global and college career ready citizens.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Promote a positive learning experience for all students by providing teachers with professional development and coaching in addressing students with social/emotional. behaviors.	Based on the number of referrals (discipline/behavioral) that disrupt the learning enviromnent, students that express/exhibit negative social/emotional behavior are impacting teaching and learning and a plan needs to be set in place.
2	Create an individualized plan (IEP) for every student that addresses deficits in numeracy, concepts and skills acquired for success in elementary mathematics	Based on only 56.3% of third graders meeting the benchmark on interim assessments; and 92.3% in K-2, proficiency in mathematical concepts and skills must be mastered.
3	Provide a literacy program that incorporates science and social science across the content area to build vocabulary and comprehension for all students as identified by tier levels.	Literacy is the foundational core for college and career readiness. As in interdisciplinary subject, the skill must be mastered early. Our data shows that 56% of our students struggle in this area.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Promote a positive learning experience for all students by providing teachers with professional development and coaching in addressing students with social/emotional. behaviors.	Based on the number of referrals (discipline/behavioral) that disrupt the learning enviromnent, students that express/exhibit negative social/emotional behavior are impacting teaching and learning and a plan needs to be set in place.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a SE team inclusive of teachers, faculty and parents who will work to build and create stronger relationships and connections.	Staffing	All	Principal	Summer 2012			
Provide and obtain professional development in SEL	Professional Development	All	Principal & SE Team members	Quarter 1			
Provide parent training	Parental Involvement	All	SE Team	Quarter 2			
Identify or create an instrument to idenitify students and measure progress.	Other		SE Team	Quarter 1			
Create an instructional calendar which includes PD, SE meetings, etc.	Professional Development		SE Team	Quarter 1			

2012-2014 Continuous Improvement Work Plan

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
Create an individualized plan (IEP) for every student that addresses deficits in numeracy, concepts and skills acquired for success in elementary mathematics	Based on only 56.3% of third graders meeting the benchmark on interim assessments; and 92.3% in K-2, proficiency in mathematical concepts and skills must be mastered.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase manipulative (grade appropriate)	Instructional Materials	All	Principal	Summer 2012			
Create Math team among teachers, faculty and parents	ILT/ Teacher Teams	All	Principal	Summer 2012			
Utilize Math investigation journals	Instructional Materials	All	Teachers	On-going			
Create and develop a "Math Lab" implementation	ILT/ Teacher Teams	All	Teachers/Math Team	Summer 2012			
Provide professional development for math	Professional Development	All	Teachers/Admin	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
Provide a literacy program that incorporates science and social science across the content area to build vocabulary and comprehension for all students as identified by tier levels.	Literacy is the foundational core for college and career readiness. As in interdisciplinary subject, the skill must be mastered early. Our data shows that 56% of our students struggle in this area.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Within 1 year, 75% of Tier III students will master sight word list (Dolch)	Instruction	Other student group	Teachers	Quarter 1			
Within 1 year, 85% of Tier II students will master sight word list (Dolch)	Instruction	Other student group	Teachers	Quarter 1			
Within I year, 95% of Tier I students will master sight word list (Dolch)	Instruction	Other student group	Teachers	Quarter 1			
Purchase nonfiction (leveled) texts to increase vocabulary development and comprehension	Instructional Materials	All	Principal	Summer 2012			
Purchase technology software and equipment to build fluency and comprehension as an additional support	Equipment/ Technology	Other student group	Principal	Summer 2012			
Research and schedule effective professional development that focuses on CCSS implementation and curricular alignment	Professional Development	All	Principal/ILT Team	On-going			
Schedule common planning (grade level) and vertical planning	Other	All	Principal	Summer 2012			
Continue benchmark assessments to access gaps and gains to monitor progress	ILT/ Teacher Teams	All	Principal/ILT Team	Quarter 1			
Provide a Before/After school program focusing on literacy skills-gaps and deficiencies	After School/ Extended Day	All	Principal	Quarter 1			

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