John T Pirie Fine Arts & Academic Center ES

Skyway Elementary Network

650 E 85th St Chicago, IL 60619

ISBE ID: 150162990252405

School ID: 610130

Oracle ID: 24971

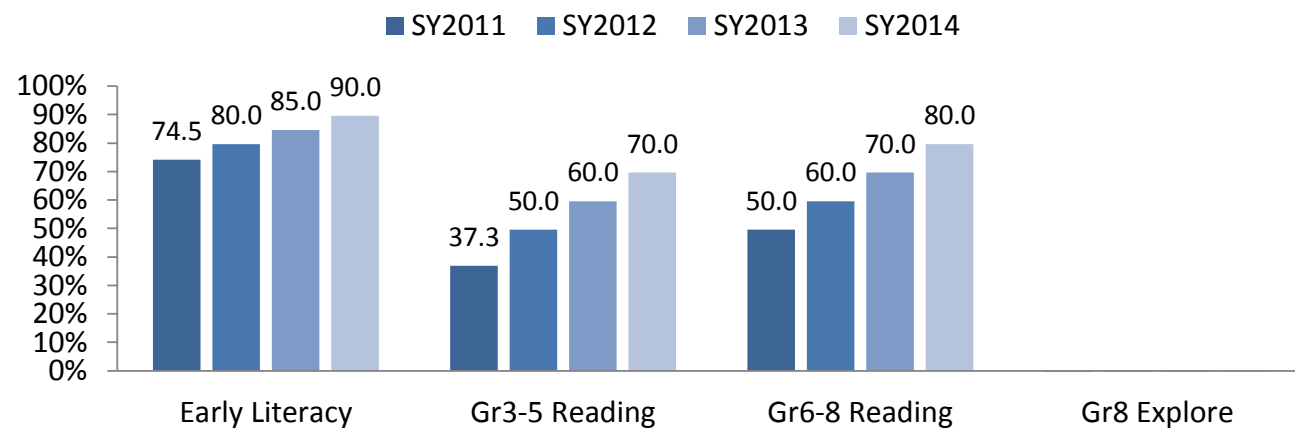CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to enhance the academic success of ALL students through the integration of fine arts and data driven instruction in order to promote college readiness at all grade levels. Our goal is to ensure that every student is given an opportunity to learn in an environment that is safe and provides a challenging instructional program that is differentiated, integrated, and meets the academic and social needs of all students to promote success in future educational and life endeavors.
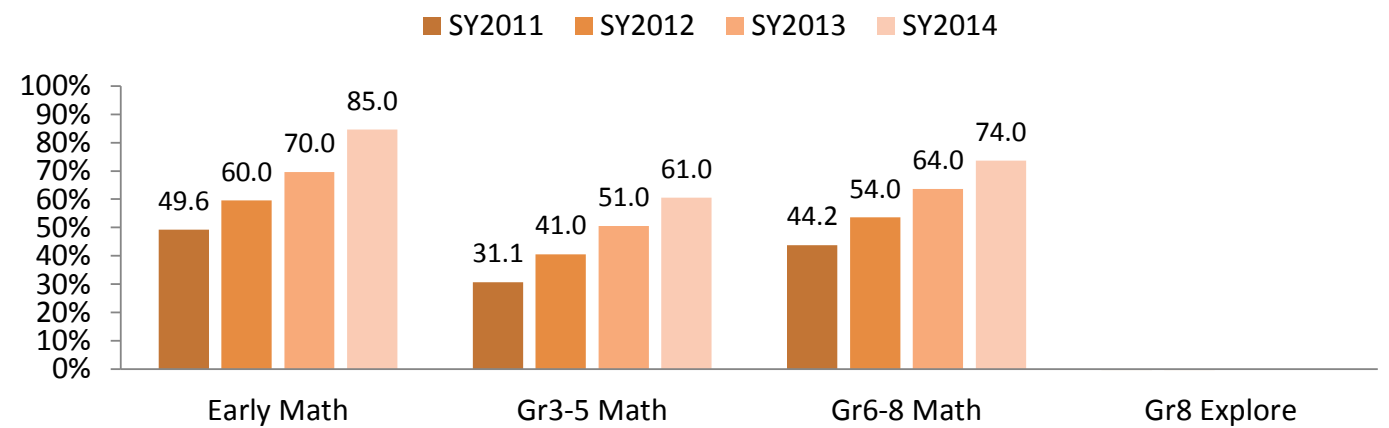
Strategic Priorities

1. Pirie School will improve student achievement on the mandated Standardized benchmark assessments in the areas of Literacy and Math at all grade levels by approximately 15%.

2. Pirie School will increase the integration of Fine and Performing Arts into all core curriculum subject areas.

3. Pirie School will improve the student attendance to 95% and reduce the number of out of school suspensions.

4. Improve school partnerships with families and communities from 44% to 60% as measured by the My Voice, My School Survey.

5. Pirie School will articulate school-wide expectations for behavior that are consistently taught, modeled, and reinforced by all staff.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	74.5	80.0	85.0	90.0
Gr3-5 Reading	37.3	50.0	60.0	70.0
Gr6-8 Reading	50.0	60.0	70.0	80.0
Gr8 Explore				

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	49.6	60.0	70.0	85.0
Gr3-5 Math	31.1	41.0	51.0	61.0
Gr6-8 Math	44.2	54.0	64.0	74.0
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 T Pirie Fine Arts & Academic Center ES

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
Senalda R. Grady	Principal
Emmett F. Carter	Assistant Principal
Leola King	Counselor/Case Manager
Monica Walton	Classroom Teacher
Allyson VerSchave	Classroom Teacher
Lori Matthews	Classroom Teacher
Kathryn Doyle	Classroom Teacher
Yolanda Douglas	Special Education Faculty
Pamela Terry	Classroom Teacher
Jeanine Rogers	Classroom Teacher
Robin DaSilva	Other
Kimberly Collier	Other

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	74.5	80.0	85.0	90.0	**Early Math** % of students at Benchmark on mClass	49.6	60.0	70.0	85.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.3	50.0	60.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.1	41.0	51.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.8	65.0	75.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.7	59.0	69.0	79.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	50.0	60.0	70.0	80.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.2	54.0	64.0	74.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	73.7	83.0	93.0	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	71.8	81.0	91.0	100.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA	**Explore - Math** % of students at college readiness benchmark	NDA	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	93.5	95.0	95.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	20.8	15.0	10.0	5.0

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	78.2	92.5	92.5	100.0		**ISAT - Reading** % of students exceeding state standards	20.9	30.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	76.7	92.5	92.5	100.0		**ISAT - Mathematics** % of students exceeding state standards	10.7	20.0	30.0	40.0
ISAT - Science % of students meeting or exceeding state standards	79.6	92.5	92.5	100.0		**ISAT - Science** % of students exceeding state standards	12.2	22.0	32.0	42.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	--->		**3**
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.	We have established measureable goals aimed at narrowing the achievement gap and introducing college and career readiness by implementing the AVID program for 6th grade students, increasing the number of students with IEP's into our general education classes where applicable, incorporating the ELA and Math common core standards into daily lessons, and providing opportunities for our intermediate students to visit other schools and universities in the community so that they can become aware of what their future educational experiences will involve. Our theory of action plan addresses our need to provide effective PD for staff, increase rigor in the after school programs, increase parental support at home,	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Discretionary funds are set aside for all teachers to attend professional development workshops outside of school. Teachers are encouraged to lead PD workshops for all staff members in the core subject areas, fine arts, technology, and special education. The administration provides support for teachers by modeling best practices that enhance student learning, actively being engaged in classroom lessons, and providing resources to support the curriculum. The REACH Students evaluation system will be implemented to provide detailed feedback on student learning and best teachiing practices utilized by teachers. Administration communicates the school's mission for all grades to staff, students, parents, and the community stakeholders. The academic progress is shared with all staff, students, parents, during various school events such as Open House, Family Night Events, and Parent Meetings. Pirie School's progress is also noted in monthly newsletters, on Facebook, and on the school website page.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	The ILT team has representation from each grade level and they meet bi-weekly to discuss student data, curriculum, goals, and concerns. Each grade level has a Team Chairperson who facilitates team meetings and is a liaison between administration and teachers. All grade level teams have 4 days of common planning time. The RTI team will be created to develop a consistent method of providing interventions to address the needs of Tier 1, 2, & 3 students. Academic committees are created which include all staff members. Mentor teachers provide support for new teachers according to grade level. The data meets to discuss student and school data and provide suggestions for improvements. They also research new technology programs to enhance student learning and improve teaching practices. The team provides PD for the staff on new tenology programs and equipment purchased for the school. Two teachers and the counselor have been trained as bilingual lead teachers so that the ACCESS test can be administered for our students in the ELL program. The CIWP team meets bi-weekly to review goals, discuss student data and progress, review curriculum, and make suggestions for improvement. The union delegate meets with staff members to keep them abreast of the

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT team has representation from each grade level and includes a teacher from the Fine Arts team, Special Education team, and the counselor. The ILT team reviews best teaching practices that contribute to student learning as well as make recommendations for improvement. The team reports back to their respective grade level team members as well as develop topics for PD which address the needs and concerns of the school. The ILT members participate in Network PD sessions and the information obtained from those sessions are communicated with the rest of the staff on PD days, in grade level meetings, or in staff meetings. Student data from DIBELS, Mclass Math, Scantron, and ISAT are analyzed. Trends are highlighted and goals are created to enhance student progress and improve the best practices utilized each day.	
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.	Teachers analyze all student data during grade level meetings and ILT meetings and reflect on how students are progressing in each grade level. The reports are submitted to administration each week which include goals that have been met and goals that will be covered. Student data is also used to create differentiated instructional activities to meet the needs of all students. Data is used to create professional learning committees which focus on after school instruction in the areas of Reading and Math.	

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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.	We are currently using the DePaul quarterly learning priorities which supports the Common Core anchor standards for all core subject areas. We will be transitioning into implementing the Literacy and 6th Grade Math Common Core State Standards beginning in August 2012. Teachers will be developing unit plans as opposed to weekly lessons that will be aligned to the CCSS in the areas of Reading and Math. Teachers will utilize a variety of text which may include fiction, non-fiction, and informational texts. They will also use leveled readers to address the different student ability levels in their classrooms. Teachers collaborate with the special education teachers each week to ensure the IEP goals are being addressed and instruction is modified according the short and long term goals that were created in the IEP plans which will also follow the CCSS. Weekly lesson plans are monitored by administration to ensure the state standards are being met and the	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level team has various instructional materials that are aligned with the standards which may include the usage of basals, leveled readers, novels, chapter books, internet, magazines, newspapers, cd roms and cassette tapes. We have teachers trained and certified to support the ELL program and administer the ACCESS exams to those students. The counselor has ELL resources for teachers to use when needed. Technology programs are incoporated into the core subject area lessons such as the use of Kid's college, the use of the Promethean board, and other software	

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

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**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.	Each teacher is given their classroom data after each assessment. Teachers create their small group instructional activities based on their DIBELS, Mclass Math, Scantron, ISAT, and Common Core assessments. In addition, the teachers will begin to utilize their data from the Common Core and NWEA assessments for monitoring student learning in all grade levels. All assessments will be aligned to the CCSS and monitored by administration weekly. Samples of student work will be collected from administration each month. Assessment accommodations and modifications are in place for students and may include additional time given to students with IEP's to complete assignments, assistive technology equipment given to the visually impaired students when needed, or assignments are shortened for students based on their IEP goals. Teachers will include all accommodations and modifications in their weekly lessons and unit plans. Those plans will be monitored by administration and the IAT team to ensure the appropriate accommodations and modifications are being implemented. Writing rubrics were created to develop continuity between all	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • 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.	All teachers post the learning objective on the board each day following the core subject area skills that will be covered. Teachers and students discuss the learning priorities before and after the lesson. All teachers utilize the socratic method of questioning in all core subject lessons and Team 6 students are enrolled in the AVID program which focuses on the various types of questioning techniques that they exhibit during their instructional sessions. Teachers will provide addtional opportunities for students to display their knowledge of skills in the area of scaffolding which may include oral presentations, group projects, or student led activities in the classroom. Students will have a variety of formative assessments thoughout the week to show their understanding of the various skills that were taught. These assessments will be entered into the gradebook portal each week and monitored by administration. Instruction will include RTI activities to address the needs of all students. An increase of small group instruction will be utilized in all grade levels.	

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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.	The K-2 students participate in the DIBELS and Mclass math assessments each year. The progress monitoring is completed every two weeks for the students falling in the intensive category. The strategic students are progress monitored once a month. Home language surveys are utilized to address any language barriers amongst students. The Scantron and the ISAT results were used to identify particular skill gaps. Next year we will be using the common core and NWEA assessments to determine the skills gaps. Interventions include push in support by the LD resource teacher, teacher assistants, and the ancillary staff on a weekly basis. Retired teachers are also brought in to tutor students in the 2nd and 3rd grade levels. Our school will be partnering with Chicago State next year, which will focus on bringing in college students everyday to tutor students at various levels. Teacher study groups were	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The staff professional development workshops are planned in accordance to the priority goals which addressed fine arts, attendance and behavior, literacy, math, science, special education, and family and community involvement. ILT and MCLT members attend outside PD workshops and then they bring the new initiatives or resources back to the school to share with or train all staff members. ILT and MCLT members lead PD workshops which focus on the job related skills needed to improve the use of teaching strategies and increase student achievement in all subject areas.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		3
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	MCLT's facilitate Fine Arts integration meetings with all grade level teachers to develop fine arts units which support the classroom units in all core subject areas. Teachers collaborate weekly with the Special Education Teachers in grade level meetings regarding weekly lesson plans, grade level curriculum, long and short term goals, special projects, student data from Scantron, ISAT, DIBELS, McClass Math, classroom assessments, and students' needs. Consultants have provided PD for staff in the areas of analyzing Scantron and DIBELS data and in the area of planning lessons which focus on the state and common core standards.	
	Instructional coaching	--->		3
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Teachers participate in open discussions regarding concerns/needs. Grade level chairperson leads weekly meetings, completes collaboration logs, and submits them to the principal. Professional development meetings address teacher concerns and educational consultants are invited to ILT and PD meetings for support and guidance. Formal/informal post observation conferences give teachers feedback that supports their individual growth. Peer coaching and cross classroom visitation has been discussed and implemented in previous years. Opportunities will be provided for teachers to participate in cross classroom visits to enhance their teaching practices and provide support for one another.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	All staff members reinforce school expectations for all students by focusing on a mission for each year and reminding students of the school wide goals for each grade level that will enhance student achievement. All students create their individual goals in August and throughout the year they have conversations with their teacher regarding their academic progress on benchmark and classroom assessments. Guests are invited to speak to students throughout the school year about what is needed to further their education. Students from the neighboring school come and speak to the 6th grade students about the 7th & 8th grade programs.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	The counselor and social worker maintain an open line of communication for students who are in need of improving their behavior. Behavior management plans are created to encourage students to engage in positive interactions with their peers. The Positive Behavior Intervention System is being implemented schoolwide and focuses on students being Safe, Respectful, and Responsible in the hallways, lunchroom, playground, and classrooms. Monthly incentives are given to students exhibiting positive behavior. Mentoring programs are developed for boys and girls to address the social and emotional needs of students. Students with disabilities participate in all activities and social programs with their respective grade level peers. Character	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Based on student data, we need decrease the amount of out of school suspensions which will improve student attendance to 95% or better. PD is needed to address how students can resolve conflicts and show respect for adults as well as each other. The Student Code of Conduct is discussed with all students and parents at the beginning of the school year. Various staff members work with students who are having difficulty in displaying positive behavior in various grade levels. The PBIS teams meets weekly to	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***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.	The school's academic performance, achievements, events, and goals are communicated with all families via monthly newsletters, calendars, facebook, school website, reminder notices and at parent meetings. The school marquee is updated each week with important dates and meetings. Open House, family night events, Pre-K Parent meetings, LSC meetings, and P.A.C. meetings include discussions about student progress and school-wide goals. Teachers provide a grade level syllabus at the beginning of the year highlighting the expectations for the year. Neighborhood schools are invited to meet with the 6th grade parents and students to highlight their 7th grade programs. The options for knowledge books are made available to all parents looking to relocate or to students in transition grades.	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Monthly phone logs, data reports and quarterly progress reports are used to communicate student progress to parents throughout the school year. Parents are encouraged to volunteer in the school or observe in classrooms to enhance student achievement. Parents also volunteer in our after school mentoring programs and they are encouraged to attend all schoolwide assemblies and parent events. Parents participate in parent training workshops that provide	
	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.	Based on parent and staff concerns from the My Voice, My School surveys, PD is needed for parents and staff in the area of promoting positive teacher/parent relationships to enhance student learning. The P.A.C. parents coordinated a principal's forum to discuss concerns of parents and the implementation of CPS initiatives. Parents participate in monthly Pre-K parent workshops as well as participate in family night events that address the goals in the areas reading, math, fine arts, and science.	

Date Stamp November 22, 2012

School Effectiveness Framework

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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.	Administration and CPS clinicians have provided assistance in connecting families with social agencies for assistance, i.e. SASS, Hartgrove, and South Central community center. The IAT team collaborates with staff and parents to create various behavior plans or referrals to address the social, emotional, and health concerns of all students. Home visits are made to provide instructional	
College & Career Exploration and election	-->		**2**
• 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.	The AVID program addresses the skills needed to successfully attend college. AVID field trips and events have exposed our 6th grade students to the college and career choices that are available for students after high school.	
Academic Planning	-->		**2**
• 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.	The AVID program addresses the college and career readiness skills for 6th grade students only. The 6th grade students have opportunities to observe high school students participate in AVID tutorial sessions on the high school level. The high school students inform the 6th graders what courses are needed to graduate and what skills they need to be proficient in upon entering college. College awareness activities will be communicated throughout all grade levels so that students can gain a better understanding of what they need to do to prepare for college.	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The after school recreational program provides opportunities for students to engage in various programs such as P.E., fine arts, board games, cheerleading, mentoring, and book club. These programs include students from Pre-K-6th grade.	

(Vertical left label) **6: College and Career Readiness Supports**

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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
D I M E N S I O N	*College & Career Assessments*	-->		**1**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The highest grade level for Pirie School is 6th grade. Our students have not participated in college and career assessments. We will provide opportunities next year in which our students will visit Chicago State University and meet with students on campus to become aware of the college courses and expectations needed to	
	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.	Not Applicable	
	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.	The Pre-K teachers host an open house to discuss the goals of the Pre-K program with parents. The Kindergarten teachers host an Open House for Pre-K students entering Kindergarten to explain the Kindergarten standards that will be taught during the year. The 6th grade students participate in a Shadow Day at Dixon in which they observe the 7th & 8th grade students and learn about the educational programs offered for those grade levels. All other grade level teachers talk to students throughout the school year about the expectations and skills they will be learning to prepare	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The discretionary spending supported various programs such as technology, fine arts, instruction, PBIS, after school programs, library science, physical education, student transportation for field trips, and staffing needs. The purchases supported the priorities listed in the SIPAAA. We partnered with St. Mark's Church to receive assistance in the area of tutoring. We continued to collaborate with our previous Principals for a Day in which they donated instructional materials, incentives, and supplies for all students. Students wrote letters to community businesses to support our recycling program. Various fundraising events were	
	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.	Pirie staff and LSC members are included in conducting interviews for prospective candidates. Candidates are required to participate in a multistep interview which will include a classroom lesson demonstration to assess candidate expertise, philosophy, and commitment. Relevant staff will be included in the interview process. We will begin to build a pool of potential staff members through our partnership with Chicago State University. Students in the Elementary and Secondary programs will do their observation and student teaching practicum at Pirie School. All staff members are encouraged and supported as they continue to further their education.	
	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 schedules for next year were created to allocate additional minutes to the Math and Reading block times based on an analysis of school needs and development of the school goals. All teachers have 4 days of common planning time each week. Grade level meetings are used to review and respond to student data, plan lessons, and analyze common core standards. Ancillary teachers and ESP staff are scheduled into classrooms to provide interventions to students who are struggling to meet achievement targets.	

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 enhance the academic success of ALL students through the integration of fine arts and data driven instruction in order to promote college readiness at all grade levels. Our goal is to ensure that every student is given an opportunity to learn in an environment that is safe and provides a challenging instructional program that is differentiated, integrated, and meets the academic and social needs of all students to promote success in future educational and life endeavors.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Pirie School will improve student achievement on the mandated Standardized benchmark assessments in the areas of Literacy and Math at all grade levels by approximately 15%.	According to our Reading ISAT data, our percentage of students meeting/exceeding state standards has increased marginally.
2	Pirie School will increase the integration of Fine and Performing Arts into all core curriculum subject areas.	The integration of fine and performing arts enhances students' creativity, motivates students to become engaged in the learning process, and it fosters positive social and collaborative group experiences.
3	Pirie School will improve the student attendance to 95% and reduce the number of out of school suspensions.	Our student attendance rate has slightly decreased by less than 1% and we would like to improve in this area to meet the CPS and state attendance targets. Reducing the number of suspensions will contribute to improving our attendance rate to 95%.
4	Improve school partnerships with families and communities from 44% to 60% as measured by the My Voice, My School Survey.	Based on My Voice, My School surveys, concerns were expressed regarding strengthening interpersonal communication skills between parents and teachers.
5	Pirie School will articulate school-wide expectations for behavior that are consistently taught, modeled, and reinforced by all staff.	Based on our misconduct data, an improvement is needed in the area of social emotional learning. Improving positive student interactions will maximize instructional time for students.

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
Pirie School will improve student achievement on the mandated Standardized benchmark assessments in the areas of Literacy and Math at all grade levels by approximately 15%.	According to our Reading ISAT data, our percentage of students meeting/exceeding state standards has increased marginally.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop curriculum assessments that are aligned to Common Core Standards.	Instruction	All	Grade Level Teams	Summer 2012			
Create differentiated reading and math groups across the grade levels based on Spring ISAT and Dibels data, and beginning of the year assessment data.	Instruction	All	Teachers	Quarter 1			
Provide additional time for students to master Reading and Math common core standards during the full school day schedule and in the after school program.	After School/ Extended Day	All	After School Teachers	Quarter 1			

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
Pirie School will increase the integration of Fine and Performing Arts into all core curriculum subject areas.	The integration of fine and performing arts enhances students' creativity, motivates students to become engaged in the learning process, and it fosters positive social and collaborative group experiences.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create Fine Arts activities through the use of a variety of resources that are aligned to classroom curriculum units.	Instruction	All	Teachers and MCLT teams	Quarter 1			
Create quarterly assemblies and/or fine arts activities to enhance the knowledge and mastery of the common core skills and to develop the appreciation and exposure to the fine and performing arts.	Instruction	All	Teachers and MCLT teams	Quarter 1			
Provide cultural and artistic experiences outside of their school community.	Instruction	All	Teachers and MCLT teams	Quarter 1			
Provide opportunities for parents and community members to participate in fine arts activities throughout the school year that will foster family involvement.	Parental Involvement	All	Teachers and MCLT teams	Quarter 1			

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
Pirie School will improve the student attendance to 95% and reduce the number of out of school suspensions.	Our student attendance rate has slightly decreased by less than 1% and we would like to improve in this area to meet the CPS and state attendance targets. Reducing the number of suspensions will contribute to improving our attendance rate to 95%.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Weekly and monthly student incentives will be given to recognize all students who have perfect attendance.	Other	All	Administration and Teachers	On-going			
Through the use of our school website, facebook, marquee, and automated system , our Track E start time will be communicated to all Pirie families. School brochures will also be passed out in the community to ensure we start the school year on August 13th.	Other	All	Administration and Teachers	Summer 2012			
Universal Breakfast program will be implemented to ensure students arrive each day on time.	Other	All	Lunchroom Staff and Teachers	On-going			
Students that have perfect attendance for the quarter will have a special lunch with the principal.	Other	All	Principal	On-going			

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
Improve school partnerships with families and communities from 44% to 60% as measured by the My Voice, My School Survey.	Based on My Voice, My School surveys, concerns were expressed regarding strengthening interpersonal communication skills between parents and teachers.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide opportunities for parents and teachers to participate in a professional devlopment workshop which addresses promoting positive relationships between parents and teachers.	Parental Involvement	All	Administration, Teachers, and Parents	On-going			
Monthly phone logs will be used to strengthen interpersonal communication skills.	Parental Involvement	All	Teachers	On-going			
Opportunities for parents and families will be created to encourage and enhance parental interactions with teachers. Activities may include grandparent's day, real parents read, and career day.	Parental Involvement	All	Teachers, Parents, and Administration	On-going			
Parent Advisory Council will coordinate a parent/teacher dinner to foster positive relationships amongst the staff and parents.	Parental Involvement	All	Parent Advisory Council	On-going			
A Back-to-School community Open House fair will be planned at the beginning of the year to foster positive parent teacher relationships.	Parental Involvement	All	Administration, Teachers, and Parents	Quarter 1			

Strategic Priority 4

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
Pirie School will articulate school-wide expectations for behavior that are consistently taught, modeled, and reinforced by all staff.	Based on our misconduct data, an improvement is needed in the area of social emotional learning. Improving positive student interactions will maximize instructional time for students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school climate PBIS team which is representative of the full staff.	ILT/ Teacher Teams	All	Administrator	Summer 2012	On-going		
PBIS team uses data and staff input to identify 1-3 areas of improvement to focus their change efforts(e.g., playground, classroom management)	ILT/ Teacher Teams	All	Teachers	Summer 2012	On-going		
PBIS team collects and assesses school-wide climate data and expectations.	ILT/ Teacher Teams	All	Teachers and Administration	Quarter 1	On-going		
PBIS team holds a school wide expectations kick-off assembly for all students.	ILT/ Teacher Teams	All	Teachers and Administration	Quarter 1	On-going		
PBIS team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need.	ILT/ Teacher Teams	All	Teachers and Administration	On-going	On-going		
PBIS team attends Positive Behavior Interventions and Supports professional development workshop.	ILT/ Teacher Teams	All	Teachers and Administration	Quarter 1	On-going		
PBIS team establishes a student acknowledgement plan to encourage and celebrate expected behaviors.	ILT/ Teacher Teams	All	PBIS team	Quarter 1	On-going		

Strategic Priority 5