William C Reavis Math & Science Specialty ES

Burnham Park Elementary Network

834 E 50th St Chicago, IL 60615

ISBE ID: 150162990252419

School ID: 610143

Oracle ID: 25091

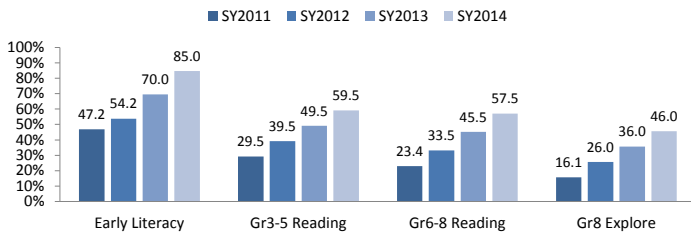CHICAGO PUBLIC SCHOOLS | CPS

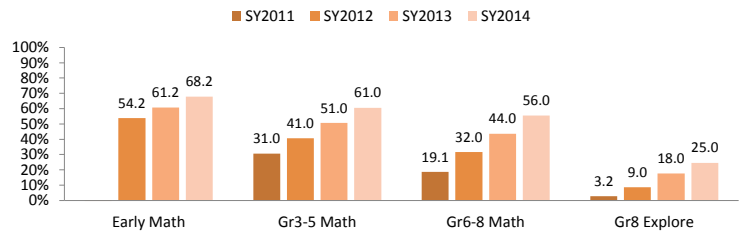## Mission Statement

Strategic Priorities

1. Provide systemic reading and math interventions to all Kdg—8th grade students during instructional periods and the intervention blocks based on NWEA & DIBELS baseline score reports.

2. Develop a school-wide framework for developing literacy instruction rooted in Common Core State Standards and the CPS framework for teaching.

3. Increase time spent on core academics by effectively utilizing PBIS strategies to reduce disruptions to core learning periods throughout the school day.

4. Optional

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	47.2	54.2	70.0	85.0
Gr3-5 Reading	29.5	39.5	49.5	59.5
Gr6-8 Reading	23.4	33.5	45.5	57.5
Gr8 Explore	16.1	26.0	36.0	46.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	54.2	61.2	68.2	
Gr3-5 Math	31.0	41.0	51.0	61.0
Gr6-8 Math	19.1	32.0	44.0	56.0
Gr8 Explore	3.2	9.0	18.0	25.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

Overview

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

School Name	
To get started, please select your school's name from the drop down list:	William C Reavis Math & Science Specialty 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
Michael T. Johnson	Principal
Dawn M. Casaday	Assistant Principal
Tonia Flippen	Classroom Teacher
Nicole Poplawski	Classroom Teacher
Kesha Parker	Classroom Teacher
Karen Greene	Support Staff
Angela Hampton	Support Staff
Carrie Hobbs	Special Education Faculty
Louis Wright	Parent/ Guardian
Mario Wiggins	Parent/ Guardian

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	47.2	54.2	70.0	85.0	**Early Math** % of students at Benchmark on mClass	NDA	54.2	61.2	68.2

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.5	39.5	49.5	59.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.0	41.0	51.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.5	53.5	63.5	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.9	59.9	65.0	65.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.4	33.5	45.5	57.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	19.1	32.0	44.0	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.4	55.4	65.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	38.5	48.0	58.0	65.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	16.1	26.0	36.0	46.0	**Explore - Math** % of students at college readiness benchmark	3.2	9.0	18.0	25.0

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	96.5	96.5	**Misconducts** Rate of Misconducts (any) per 100	37.2	27.0	19.0	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	56.9	65.0	72.0	80.0	**ISAT - Reading** % of students exceeding state standards	10.0	17.0	24.0	31.0
ISAT - Mathematics % of students meeting or exceeding state standards	58.9	66.0	73.0	81.0	**ISAT - Mathematics** % of students exceeding state standards	5.7	15.0	22.0	30.0
ISAT - Science % of students meeting or exceeding state standards	49.3	57.0	65.0	72.0	**ISAT - Science** % of students exceeding state standards	1.5	10.0	20.0	30.0

CIWP

2012-2013 Continuous Improvement Work Plan William C Reavis Math & Science Specialty El

School Effectiveness Framework

Typical School	Effective School	Evidence	Qualitative

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, d... Rationale using these guiding questions: What data (student achievement, school effectiveness fra... instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press...**

Mission Statement

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.
1	Provide systemic reading and math interventions to all Kdg—8th grade students during instructional periods and the intervention blocks based on NWEA & DIBELS baseline score reports.
2	Develop a school-wide framework for developing literacy instruction rooted in Common Core State Standards and the CPS framework for teaching.
3	Increase time spent on core academics by effectively utilizing PBIS strategies to reduce disruptions to core learning periods throughout the school day.
4	Optional
5	Optional

evelop 3 - 5 strategic priorities you will focus on over the next two years. Provide a amework, etc.) did you use to determine the priority? How does this priority impact **s Alt+Enter to start a new paragraph.**

Rationale: Write in your rationale (see instructions for guiding questions).

Approximately 70-80% of all Reavis students are scoring below grade level in district wide reading and math assessments.
Teachers need to develop the ability to engage their students in a teaching program rooted in the CCSS and district framework for teaching.
The Reavis faculty has written more than 1,500 student behavioral referrals this year. The faculty primarily seeks reactive external actions (administrative discipline, theraputic counseling, parent control, etc...) to manage student misbehaviors. Student misbehaviors as a result are a significant distraction and negatively impact student opportunities to engage in learning.

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
Provide systemic reading and math interventions to all Kdg—8th grade students during instructional periods and the intervention blocks based on NWEA & DIBELS baseline score reports.	Approximately 70-80% of all Reavis students are scoring below grade level in district wide reading and math assessments.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
During the 1st quarter teachers will set target groups utilizing the most recent assessment (ISAT--Scantron--STEP--Dibels) data for all students by the 2nd week of the quarter.	Instruction	All	All Teachers	Quarter 1	Quarter 1		
Teachers will adjust groups as needed each quarter based on most recent assessment (NWEA--DIBEL's) data for all students that are scoring below grade level.	Instruction	All	All Teachers	Quarter 1	Quarter 4		
The faculty becomes trained in how to utilize the NWEA and DIBEL's assessment system.	Professional Development	Not Applicable	Administration & Teachers	Quarter 1	Summer 2012		
ILT reviews teacher assessment data monthly to assist teachers to form groups, determine successes and opportunities for growth.	ILT/ Teacher Teams	All	ILT Team	Summer 2012	Summer 2013		
Targeted grade level cluster teams will meet monthly during common planning periods to review data, develop next steps and regroup students as needed.	ILT/ Teacher Teams	All	Cluster Level Teams	Quarter 1	Summer 2013		
Administration will meet individual teachers quarterly to review data interventions and discuss areas of need.	Instruction	All	Administration & Teachers	Quarter 1	On-going		
Purchase ST Math Intervention for all 2nd-4th grade students. These students will participate in this intervention 2X a week during their resource prep period with the Teaching Assistant in the computer lab.	Instructional Materials	All	Administration	Summer 2012	On-going		
Classroom teachers identify 2nd-4th grade students scoring in below and academic warning ranges on ISAT, MCLASS, & NWEA math assessments. Teacher Assistant provides twice weekly ST math intervention sessions during prep resource periods in computer lab.	Instruction	Other student group	Teachers/Adminsitration/TA	Summer 2012	On-going		
Middle school math teacher identify 5th-8th grade students scoring in below and academic warning range on ISAT & NWEA math assessments. Teacher Assistant provides twice weekly SI math intervention sessions during prep resource periods in computer lab.	Instruction	Other student group	Teachers/Adminsitration/TA	Summer 2012	On-going		
Reavis teachers in grades 2-4, the middle school math teacher, and the Teacher Assistant attend training for effective implementation of ST & SI math intervention programs.	Professional Development	Other student group	Teachers/Adminsitration/TA	Quarter 1	Quarter 1		
Classroom teachers become trained in the COMPASS program to provide students with intervention/supports as identified by NWEA scores.identify 2nd-4th grade students scoring in below and academic warning ranges on I	Professional Development	All	Teachers/Adminsitration/TA	Quarter 1	Quarter 1		
Creation of teacher team meetings focused on data; create a data cycle of inquiry, action, and reflection	ILT/ Teacher Teams	All	Administration & Teachers	Quarter 1	On-going		
Summative end of year assessment of each student's growth Individual goal setting for all students							
Teachers will complete a summative end of year assessment of each of their students growth utilizing the DIBELS and NWEA assessmnts.	ILT/ Teacher Teams	All	Teachers	Quarter 4	Quarter 4		
Teachers will work with every one of their students to set individual goals and year end targets. Students will review these targets every quarter with their teacher's support.	Instruction	All	Teachers	Quarter 1	Quarter 4		
The school community will provide communication and outreach to parents quarterly via individual student goal reports by thier teachers. Teachers will also report their RTI efforts to support those students that are not meeting expected goals.	Parental Involvement	All	Teachers	Quarter 1	Quarter 4		
The school will seek out network support to help the teaching faculty develop their skills in data analysis	Professional Development	All	Administration & Teachers	Quarter 1	On-going		
Add description of teacher expectations for implemeting RTI in the faculty handbook.	Other	All	Administration	Summer 2012	Summer 2012		
Create a calendar of teacher data analysis meetings.	Other	All	Administration	Summer 2012	Quarter 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
Develop a school-wide framework for developing literacy instruction rooted in Common Core State Standards and the CPS framework for teaching.	Teachers need to develop the ability to engage their students in a teaching program rooted in the CCSS and district framework for teaching.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers read their "Common Core Standards for ELA to develop an understanding about the expectations.	Professional Development	All	Teachers	Summer 2012	Summer 2012		
All teacher's review the Literacy content frameworks.	Professional Development	All	Teachers	Summer 2012	Summer 2012		
ILT introduce all teachers to the CPS literacy content frameworks and the CCSS standards for ELA.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Teachers read CPS's version of the Danielson Framework to develop their understanding of what's being expected.	Professional Development	All	Teachers	Summer 2012	Quarter 4		
Teachers engage in cluster level professional development during weekly common planning periods to deepen their knowledge base about specific strategies related to developing higher quality instructional practices.	Professional Development	All	Common Planning Teams	Quarter 1	On-going		
Hire a literacy consultant to support teachers in developing effective literacy practices to support their students in their academic program.	Professional Development	All	Administration	Summer 2012	Quarter 1		
Purchase an anchor text to utilize with teachers in common planning meetings.	Professional Development	All	Administration	Quarter 1	Quarter 1		
Meet with teachers prior to school year opening to share school's plan for implementing a year long structure that will support their learning process.	Professional Development	All	Administration	Summer 2012	Summer 2012		
Administration completes classroom observations utilizing the REACH instructional framework.	Other	All	Administration	Quarter 1	On-going		
Administration creates teacher schedules reflecting Reavis instructional components.	Instruction	All	Administration	Summer 2012	Summer 2012		
Faculty engages in PD to build understanding of Reavis's instructional framework.	Professional Development	All	Administration & Teachers	Quarter 1	On-going		
Faculty writes out the school's detailed school framework which describes school's definition of high quality instruction.	Instruction	All	Administration & Teachers	Summer 2012	Summer 2012		
Principal and A. P. implement co-observations to norm their expectations of of teacher's practices.	Instruction	All	Administration	Quarter 1	On-going		
Faculty engages in professional development of each aspect of the literacy framework over the next two years.	Professional Development	All	Faculty	Quarter 1	On-going		

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
Increase time spent on core academics by effectively utilizing PBIS strategies to reduce disruptions to core learning periods throughout the school day.	The Reavis faculty has written more than 1,500 student behavioral referrals this year. The faculty primarily seeks reactive external actions (administrative discipline, theraputic counseling, parent control, etc...) to manage student misbehaviors. Student misbehaviors as a result are a significant distraction and negatively impact student opportunities to engage in learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school PBIS leadership team representative of the full staff, including an administrator.	Professional Development	All	PBIS Leadership Team with Administrative Support	Summer 2012	On-going		
Set a calendar of grade appropiate activities to engage and celebrate students proactively for engaging in positive behaviors.	ILT/ Teacher Teams	All	Entire faculty	Quarter 1	Summer 2013		
Every teachers recieves CHAMPS training to begin building their knowledge base about how to engage and intervene with students proactively to minimize frequent classroom disruptions.	Professional Development	All	All Teachers	Summer 2012	On-going		
Administration co-creates with faculty school-wide norms to ensure consistency in upholding management of student behaviors.	Professional Development	All	Entire faculty	Quarter 1	Summer 2012		
Administration monitor faculty's implementation of expected norms in relation to managing student behaviors.	Other	All	Administration	Quarter 1	On-going		
Teachers establish PBIS teaching structure/ individual curriculum to support their students engagement in the process.	Instruction	All	Faculty with support from Administration	Quarter 1	Quarter 4		
Teachers schedule introductory cluster level meetings with parents to build their knowledge about school-wide expectations and processes.	Parental Involvement	All	Teachers with support from Administration	Quarter 1	Quarter 1		
PBIS Leadership team uses data and staff input to identify 1-2 areas of improvement to focus their change efforts (e.g., hallways, classroom management).	ILT/ Teacher Teams	All	PBIS Leadership Team with Administrative Support	Summer 2012	On-going		
PBIS Leadership team defines school wide expectations--adjust as needed.	Other	All	PBIS Leadership Team	Quarter 1	On-going		
On a bi-quarterly basis the PBIS Leadership 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.	Other	All	PBIS Leadership Team	On-going	On-going		
Administration provides teachers on-going PD support as needed.	Professional Development		Administration	On-going	On-going		
Classroom behaviors are shared across school--communicate to parents to increase consistency of implementation.	Other	All	PBIS Leadership Team	On-going	On-going		

Strategic Priority 4

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

Strategic Priority Description	Rationale
Optional	

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