



2012-2014 Continuous Improvement Work Plan

Jesse Sherwood Elementary School

Englewood-Gresham Elementary Network

245 W 57th St Chicago, IL 60621

ISBE ID: 150162990252454

School ID: 610173

Oracle ID: 25351



Mission Statement

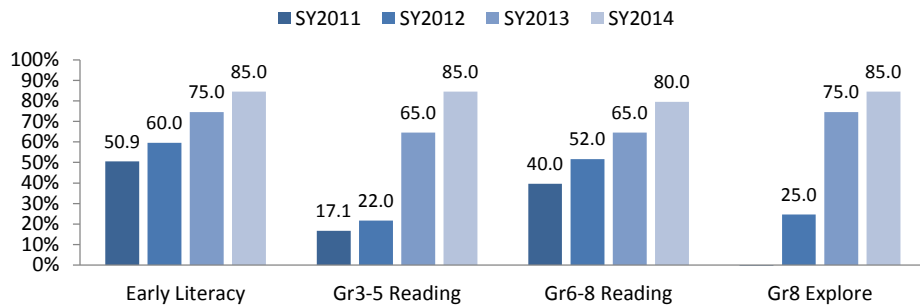
Vision: The Jesse Sherwood School administration and faculty, in partnership with students, parents and community, believe that together we can motivate all students to strive for excellence and take an active and responsible role in their learning to ensure they will be able to out-perform others in a global economy and become college and career ready. Mission: Our mission is to provide high-quality academic programs for all students in all subject areas, with an emphasis on reading, mathematics, science, and technology. This will be accomplished by engaging the staff in continuous professional development, strengthening the partnership with the parents and the community, and providing a positive learning environment for all the students. This will be accomplished by engaging the staff in continuous professional development, strengthening the partnership with the parents and the community, and providing a positive learning environment for all the students.

Strategic Priorities

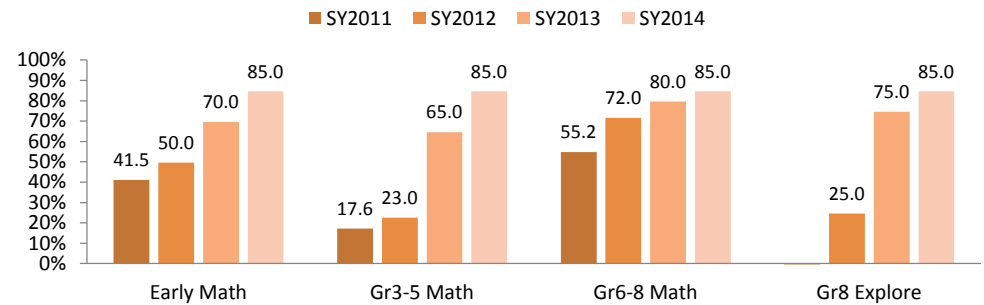
- 1. Identify effective teaching practices, correlate & align professional development with teachers' specific needs using the four domains of REACH and setting goals for individual teachers.
2. Utilize the common core standards (alignment, mapping, power of teaching, assessment, progress monitoring, intervention) in reading, math, & science. Teachers will plan effectively during their daily one hour meetings and students will engage in additional instruction focused in these areas by the implementation of the Full School Day.
3. The Instructional leadership team will meet regularly to analyze & discuss assessment data.
4. Effectively implement CHAMPS, Middle School Advisory, & continue our relationship with outside partnerships to offer a wide variety of after school programs.
5. We continue to develop our parent room & parents by encouraging attendance at our parent workshops and monthly parent activities.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

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

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Alice Buzanis	Principal
Kimberly Easter	Assistant Principal
Susan Shaughnessy	Classroom Teacher
Daniel Beal	Classroom Teacher
Cynthia Troutman	Classroom Teacher
Markita Anderson	Classroom Teacher
Patricia Ocieпка	Special Education Faculty
Alisa Johnson	LSC Member
Carolyn Perry	Parent/ Guardian
Shatina Daniels	Parent/ Guardian
Jerry Norment	LSC Member



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	50.9	60.0	75.0	85.0		Early Math % of students at Benchmark on mClass	41.5	50.0	70.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	22.0	65.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.6	23.0	65.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.5	55.0	75.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	47.5	55.0	75.0	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.0	52.0	65.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	55.2	72.0	80.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.2	70.0	80.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	79.6	85.0	90.0	95.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	25.0	75.0	85.0		Explore - Math % of students at college readiness benchmark	NDA	25.0	75.0	85.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.0	93.0	95.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	3.9	2.0	1.0	0.5

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	69.4	79.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	12.9	20.0	27.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	79.9	86.0	95.0	95.0		ISAT - Mathematics % of students exceeding state standards	25.7	35.0	45.0	55.0
ISAT - Science % of students meeting or exceeding state standards	69.2	77.0	87.0	90.0		ISAT - Science % of students exceeding state standards	16.7	25.0	35.0	45.0

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				3	
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school implements assessments provided to all students and works with the teachers with effective data-driven strategies to identify and close gaps in student learning and embed these strategies into schools' everyday routines. Teachers use data to increase student achievement by combining high-quality standards-aligned assessments; educator coaching in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps; and peer Networks of schools that collaborate to improve their use of data.</p>			
		Principal Leadership ----->				3
		<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>We have a highly functioning team of teachers that advise the ILT and principal regularly regarding school needs and planning needs for professional development. Teachers engage in both in-school and out of school professional development activities to enhance their craft, thus increasing student achievement. The principal along with the area cluster visit classrooms regularly providing feedback to teachers and to students. Teachers also engage in out of school observations to enhance their knowledge of teaching practices. The culture of college and career readiness is promoted by the various activities and events offered to the students, community and parents. Community Schools, Family Focus and Chicago Cares expose the children and families to various opportunities to enhance their knowledge of opportunities in the world. Students engage in college visits and high school visits. Students and parents meet with the principal in informal meetings in order to obtain information on how to enhance the school community.</p>		

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers participate in data meetings on a regular basis to create student plans for improvement. Teachers also participate in weekly teacher team meetings and plan lessons and school activities. Teachers lead various sports programs and after school activities. Teacher retention is over 98% which builds a positive school community and allows the staff to form positive relationships with the students. Various groups have been formed with teachers and staff members to ensure the success of the school overall. There is a RTI Team, ILT Team, College and Career Ready Coordinator (SMART Club), Data Team. These team of teachers meet and report to the meetings their work and their mission for the school.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>The ILT has a core group of teachers that represent the primary, intermediate and upper cycle teachers. The ILT engages in meaningful conversations focused on data and increasing student achievement. The ILT is leading the work of unpacking the common core standards and provide school-wide professional development to the staff. The ILT regularly meets and works towards school improvement and observes and leads classroom observations.</p>	
<p>Monitoring and adjusting -----></p>			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>During every assessment cycle, the teachers meet and analyze the data in grade level teams. Teachers systematically create individual student plans in order to address each child's needs. Teachers also analyze student work at grade level teams on Tuesday's and focus on rigor and strengths and weaknesses in their teaching methods. Analysis of SCANTRON data takes place after they are test and plans are created by teacher teams. Teachers also have created a data wall displaying student data on SCANTRON and their growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers have been trained and have been utilizing the instructional materials and teaching objectives that are aligned to the Illinois Assessment Frameworks in reading, math and science. Year long plans were also developed to show when the Assessment Frameworks are being taught. In reading, math and science, common assessments are given to gain a clear understanding on what was taught and where re-teaching is necessary. Progress monitoring is on-going with data analysis in teacher team meetings and sharing student work. Instructional action plans are on-going in reading and math and science and specific interventions are discussed and documented.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The curriculum utilized for reading and writing instruction is Making Meaning, Being a Writer and uses a Balanced Literacy Approach in reading instruction. A writer's workshop model is also implemented in each classroom using Being a Writer and Lucy Caulkins. Kindergarten through Fifth grade teachers use Everyday Math and sixth through eighth grade teacher use Connected Math and Carnegie Algebra for 8th grade students. This year all of the K-5th grade teachers received a new science curriculum by Scott Foresman and continue to supplement their lessons using leveled readers and</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Assessments are given to students throughout the school year in order to make appropriate classroom decisions when instructing. Differentiating instruction is the key to classroom success that is why these assessments are so important. Kindergarten through second grade students is assessed in reading and math using Dibles and MClass. In January the Kindergarten through Third Grade Teachers will also be implementing STEP. This assessment will provide the teachers with more data on how the students are progressing in reading. Second through eighth grade students engage in SCANTRON Assessments in the Fall, Winter and Spring. The students are tested in reading, math and science. Third through eighth grade students also take a reading exam provided by Achievement Network. This is a handwritten exam. Once these exams are completed and the results become available, the staff meets with the administration and create plans for their students using the data as a guide. Teachers engage in meaningful conversations at their meetings and discuss and devise a plan to address the needs of the students in their classrooms.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers communicates with the students on an on-going basis, the learning objectives and the importance of student growth. Teachers use Powser Of Teaching questioning techniques that promote deep thinking and understanding. Teachers work in teams to plan an implement purposeful lessons alligned to the common core standards and the Illinois Learning Standards. Teachers develop individual student plans using to data to ensure that all students are learning. Students with disabilities use complex and age-appropriate materials and are taught with their peers as frequently as possible. Teachers use assessments and monitor student progress by questioning students and working one on one with students in the classroom.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school utilizes basic reading inventory at the beginning of the year to determine each child's reading level. In addition STEP, Dibbles and SCANTRON are used to monitor student growth. Students who are below in reading are involved in one on one tutoring in the primary level (before, during and after school). Intermediate students utilize Achieve 3000 for reading intervention and the middle school students utilize Read 180. Jiji is the intervention program used for students who are struggling in mathematics. in all grade levels. This program also promotes higher order thinking using mathematical concepts. The ILT and the administration monitor student growth and works with the teachers to create individual plans to address each students needs. Student Island will also be used during the next school year in order to allow students to work at school and at home to supplement their knowledge in reading, math and science.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Teachers engage in professional development throughout the year focused on the schools priorities and goals. The administration monitors teacher implementation of different strategies learned by classroom observations and learning walks. Teachers are encouraged to attend outside professional development to enhance their knowledge in their subject area. Teachers are also encouraged and attend peer observation in and outside of the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers have team meetings on Tuesdays and discuss long-term and short-term plans for student achievement. Teachers also meet monthly to discuss student data and to create plans for students using their data. Teacher teams include special education teachers and the art and gym teacher when their are planning lessons. Teachers have expectations and agendas at all of their team meetings to ensure that they focus on instruction and data in order to increase student achievement.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers are beginning to plan individual professional development opportunities and are creating their needs individually. New teachers are provided with effective induction using the CNTC as their support. The assistant principal works with new teachers and provides them support and guidance on a continual basis. Teachers engage in peer coaching and cross classroom visits in some classrooms.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Sherwood was awarded a grant that focuses on building college and career ready students. This grant provides students that are on the honor roll recognition and outside opportunities to increase their knowledge of the world and opportunities that are out there for them. Students in the smart club have a voice and are considered the student leaders to the school. These group of students have visited colleges and high schools to expose them to what awaits them in the near future.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All students have adults who care deeply about them and support them in reaching their academic and personal goals. Students have an open communication with the administration and engage in many meetings and conversations with the administration regarding their goals and aspirations. Students with disabilities are assigned to regular ed classrooms and are not assigned to special education classroom as a homeroom. Students with disabilities engage in sports, before school and after school programs. All of the classrooms expose the students to their rich culture and provide them with learning opportunities focused on their rich past.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has trained all of the school personnel on CHAMPS. CHAMPS is a classroom management approach that recognizes and builds appropriate behaviors by students. The school staff has established a positive learning environment in the classroom and the school.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>On a continual basis the principal meets with parents and has created a parent room. Parents engage in various classes and work as a team to enhance the school's learning climate. Teachers engage in various parent meetings to clearly communicate the expectations and goals for each grade level. The school holds a high school fair to provide information to parents regarding future opportunities for their children.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Communication to parents is on-going. Teachers communicate with parents via telephone and their personal website in order to keep the communication flowing at all times. Students also receive monthly calendars and newsletters in order to communicate the school's activities and goals. When students misbehave parents are called immediately by the teacher and the administration when necessary.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school has a positive school environment where students and parents feel welcomed when they visit or attend. Parents have a parent room that is available to them at all times. In the parent room there are two computers as well as periodicals and books focused on parenting and student improvement. The principal pays close attention to families and students and makes sure they feel welcomed at all times. Monthly parent meetings are also held addressing school needs and topics.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Students are provided with individual support by the special education team. There is a retired casemanager/ administrator that ensures that all of the students receive the support they need to achieve. Home visits are conducted when necessary by the team as well as the administration.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	The principal provides students with information regarding high school selection at the beginning of the year. The school counselor works with students and families to ensure that the applications are filled out and sent to the high schools in a timely manner. There is a high school fair that is organized by the assistant principal that brings	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	The school provides learning opportunities for students to prepare them for college and career planning. A high school fair is held annually for all students, exposing them to the many choices they have. In addition, students create individual goals focused on taking them to the college of their choice. On a yearly basis students engage in a College Week. Students engage in researching colleges and displaying colleges they are interested in attending.	
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Students engage in a wide variety of extr-curricular activities. Classes are offered for student before school, after school and on Saturdays. Academic classes focused on reading and mathematics are offered throughout the week. Science classes are offered		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Students engage in before school, after school and Saturday programs focusing on preparation of the EXPLORE test. Students also engage in test-prep classrooms on Saturday beginning in January of each year.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Not applicable.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The administration and teachers meet with parents on a monthly basis and discuss effective methods to transition students to the next grade level. Summer enrichment opportunities are offered to the students to prepare them for the next grade. In addition, the promotion policy is shared with parents on an on-going basis to prepare them for the benchmark grades (3rd, 6th, 8th).	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School actively pursues outside organizations and individuals for donations for the school. Community partnerships are formed for programs to enhance student learning and to provide classes for parents. School maintains a focus on student's exposure to outside activities to prepare them for college and careers.	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Hiring is conducted with recommendations from the administration and the ILT, according to the school's needs. Interviews are conducted by the administration and the ILT. In addition, finalists are asked to present a lesson while the administration and ILT members observe.	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	School designs a schedule to allow students the appropriate amount of minutes in reading, math, science, social studies and writing. Students also have minutes in art, music and computers. Scheduling is done to allow teacher collaboration on a weekly basis and to allow the special education teacher to collaborate with their regular education counterparts.	

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

Vision: The Jesse Sherwood School administration and faculty, in partnership with students, parents and community, believe that together we can motivate all students to strive for excellence and take an active and responsible role in their learning to ensure they will be able to out- perform others in a global economy and become college and career ready.

Mission: Our mission is to provide high-quality academic programs for all students in all subject areas, with an emphasis on reading, mathematics, science, and technology. This will be accomplished by engaging the staff in continuous professional development, strengthening the partnership with the parents and the community, and providing a positive learning environment for all the students. This will be accomplished by engaging the staff in continuous professional development, strengthening the partnership with the parents and the community, and providing a positive learning environment for all the students in order to be college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Identify effective teaching practices, correlate & align professional development with teachers' specific needs using the four domains of REACH and setting goals for individual teachers.	In order to will improve instructional practices within the classroom horizontally & vertically across all grade levels.
2	Utilize the common core standards (alignment, mapping, power of teaching, assessment, progress monitoring, intervention) in reading, math, & science. Teachers will plan effectively during their daily one hour meetings and students will engage in additional instruction focused in these areas by the implementation of the Full School Day.	In order to increase student achievement in every grade level.
3	The Instructional leadership team will meet regularly to analyze & discuss assessment data.	Individual students will receive differentiated instruction to meet their individual needs.
4	Effectively implement CHAMPS, Middle School Advisory, & continue our relationship with outside partnerships to offer a wide variety of after school programs.	We will give our students the necessary social and academic skills to be successful in their lives.
5	We continue to develop our parent room & parents by encouraging attendance at our parent workshops and monthly parent activities.	We will continue to increase parent trust thus influencing positive student achievement.



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
Identify effective teaching practices, correlate & align professional development with teachers' specific needs using the four domains of REACH and setting goals for individual teachers.	In order to will improve instructional practices within the classroom horizontally & vertically across all grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review and discuss Common Core Standards during full school day meeting times for teachers.	Instruction	All	Principal	On-going	On-going		
Implement a differentiated PD model focusing on teacher needs and using REACH as a guide.	Instruction	All	Principal				
Continue to review Power of Teaching Theory of Action to address teacher development and effectiveness.	Instruction	All	Principal				
Review Analyzing Data - NWEA, SCANTRON, Dibbles, STEP, Data Walls	Instruction	All	ILT				
RTI Training and Implementation	Instruction	All	CaseManager				
LRE Review Modifications and Accomodations.	Instruction	All	CaseManager				
Conduct survey to determine teacher PD needs and have conversations to create a plan with the teachers.	Instruction	All	Principal				
Identify PD needs based on classroom observations and school-wide data using REACH.	Instruction	All	Principal				
Review and Train on Basic Reading Inventory	Instruction	All	Assistant Principal				
Instructional PD	Instruction	All	Principal				
Differentiated Instruction	Instruction	All	Principal				
Build capacity by utilization teacher expertise in PD presentations to staff focusing on the common core standards.	Instruction	All	Principal				
CHAMPS Training.	Instruction	All	Principal				
OLWEUS Bullying Program Implementation	Instruction	All	Principal				
PD Binder will be created by teachers.	Instruction	All	Principal				



Strategic Priority 1							



Strategic Priority 3



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
We continue to develop our parent room & parents by encouraging attendance at our parent workshops and monthly parent activities.	We will continue to increase parent trust thus influencing positive student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly parent meetings addresssing school needs and topics.	Parental Involvement	Not Applicable	Principal				
Enhance parent room and continue parent classes and family nights.	Parental Involvement	Not Applicable	Principal				
Involve parents in volunteer oppourtunities.		Not Applicable	Principal				
Share academic goals with parents in each grade level with a weekly correspondence or calls by teachers.	Parental Involvement	Not Applicable	Principal				
Continue back to school rally.		All	Principal				
Conduct orientation sessions for parents and students who ae new to Sherwood.	Parental Involvement	All	Principal				
Continue to enhance and promote website.	Parental Involvement	All	Principal				
Create individual teacher websites.	Parental Involvement	All	Principal				
Continue to implement parent programs.	Parental Involvement	All	Principal				
Attendance incentives will continue.	Other	All	Principal				



Strategic Priority 5
