CIWP

2012-2014 Continuous Improvement Work Plan

Beulah Shoesmith Elementary School

Burnham Park Elementary Network

1330 E 50th St Chicago, IL 60615

ISBE ID: 150162990252456

School ID: 610175

Oracle ID: 25371

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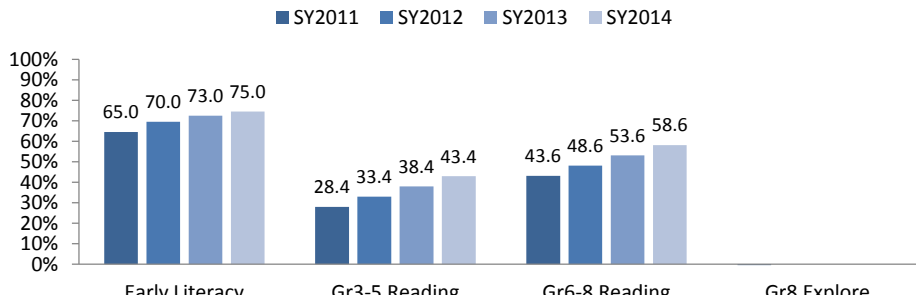
Mission Statement

We believe that every student in our school is capable of learning and thinking at high levels. We will meet the academic and social/emotional needs of all of our students including students with disabilities, English language learners, high achievers and struggling learners challenge each student by providing a safe and nurturing learning environment that encourages self-expression and creativity, and by setting high expectations, utilizing rigorous, research-based instructional materials and implementing differentiated instructional practices.
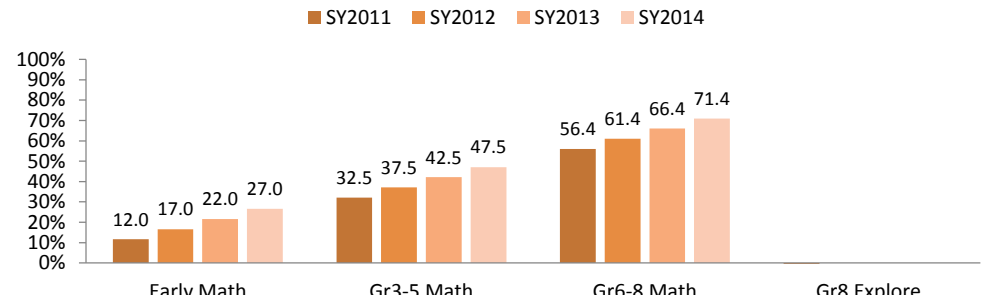
Strategic Priorities

1. We will use PBIS and CHAMPS school-wide to build strong and consistent classroom and school community where students feel supported, then students will have less distraction from instruction and spend more time on task; the number of discipline referrals will decrease, and the number of students in Tier 3 will decrease.

2. If we set and clearly define high expectations for student learning, then students will take ownership of their role in their learning.

3. If we explicitly instruct students in all content areas using a systematic method of delivery (demonstration, shared demonstration, guided practice, independent practice) then students will actively participate, take responsibility and have positive attitudes about their learning.

4. In order to improve communication between school and home, we will require a communication folder for each child containing all important school information. Parents will be responsible (on a daily basis) for reviewing the contents and signing to confirm receipt and review of its contents. As a result, parent participation will increase by

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	65.0	28.4	43.6	
SY2012	70.0	33.4	48.6	
SY2013	73.0	38.4	53.6	
SY2014	75.0	43.4	58.6	

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	12.0	32.5	56.4	
SY2012	17.0	37.5	61.4	
SY2013	22.0	42.5	66.4	
SY2014	27.0	47.5	71.4	

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Early Literacy   Gr3-5 Reading   Gr6-8 Reading   Gr8 Explore   Early Math   Gr3-5 Math   Gr6-8 Math   Gr8 Explore

Continuous Improvement Work Plan
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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:	Beulah Shoesmith 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
Sabrina L. Gates	Principal
Nicole D. Neal	Assistant Principal
Rhonda Willis and Carmen Valadez	Support Staff
Frances Jochum and Tracy Walker	Classroom Teacher
Jennifer Michels and Vanessa Corbin	Classroom Teacher
Megan Merony and Ashley Keine	Classroom Teacher
Dione Reynolds and Sheila Coffee	Classroom Teacher
Erin Henry and Patrick Duffey	Classroom Teacher
Leola Stuttley and Kathy Washington	Classroom Teacher
Rachel Lindenmuth and Ashley Hobson	Classroom Teacher
L. Dillard, T. White, J. Hedgeman, N. Dancy, M. Ngoye	Parent/ Guardian
Eva Nielsen	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	65.0	70.0	73.0	75.0	**Early Math** % of students at Benchmark on mClass	12.0	17.0	22.0	27.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.4	33.4	38.4	43.4	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.5	37.5	42.5	47.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.4	60.4	65.4	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.3	65.3	69.3	73.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.6	48.6	53.6	58.6	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	56.4	61.4	66.4	71.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.7	69.7	72.7	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	83.3	85.0	86.0	87.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				**Explore - Math** % of students at college readiness benchmark	NDA			

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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	94.7	96.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	0.3	1.0	1.0	1.0

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	75.0	80.0	85.0	90.0	**ISAT - Reading** % of students exceeding state standards	19.6	25.6	31.6	41.6
ISAT - Mathematics % of students meeting or exceeding state standards	76.5	78.6	80.6	82.6	**ISAT - Mathematics** % of students exceeding state standards	10.8	16.8	22.8	32.8
ISAT - Science % of students meeting or exceeding state standards	66.0	71.0	76.0	81.0	**ISAT - Science** % of students exceeding state standards	5.7	10.7	15.7	20.7

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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
Goals and theory of action	-->		**2**
• 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.	After reviewing our SY 2011 Progress Report we created theories of action (set high expectations, explicitly instruct, build strong and consistent classroom and school community)and set a goal to increase the number of students scoring at/above grade level in reading and math on Scantron (NWEA), DIBELS and MClass Math by 10%. In addition, we set a goal to increase the number of students keeping pace/meeting growth targets on Scantron, IBELS and MClass Math by 15%	
Principal Leadership	-->		**2**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal sponsors monthly Coffee And.. Meetings with parents to discuss important issues, dessiminate information, get parents' feedback, answer questions and address concerns. Principal holds parent and student orientations and open house at the beginning of each school year. Family Literacy and Math Nights are held each semester to teach parents strategies to use at home that support and reinforce the school's instructional goals and expectations . Teachers and administrator engage teachers (whole group, grade level team and individual) in conversations about assessment data, lesson/unit planning, explicit instruction, text selection, classroom management, and best instructional practices , but sustainability needs improvement. We are in the process of creating an instructional calendar for the year to help us organize our time spent in grade level, instructional leadership team meetings across a year.	

DIMENSION 1:Leadership

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers participate in study groups and book club. Teachers seek out PD to strengthen their professional capacity and attend recommended PD. Teachers meet outside of the school day to review and select curricula. Teachers (ILT and others) lead PD for whole staff. Teachers coordinate and plan all family math and literacy events. We are in the process of developing a plan to ensure vertical planning and collaboration. The banked time through the full school day will allow this.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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	Shoesmith's ILT is comprised of teachers with 5 years or less teaching experience and veteren staff with 14 plus years experience. The ILT reflects a wide range of expertise, are respected members of the faculty, and are open to reflection and feedback. ILT members lead PD (grade level and whole staff). As a part of the instructional calendar for the year, we will build in more opportunities for the ILT to analyze school-wdie data and lead conversations with teachers that result in quality action plans.	
Monitoring and adjusting	-->		**2**
• 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.	Shoesmith teachers currently look at data in grade level teams. We are in the process of creating an instructional calendar for the year that allows us to designate 1 grade level team meeting each month devoted to data analysis (including student work samples) and action planning. In addition, our ILT will take a more active role in analyzing school wide data, identifying trends at grade levels and push into the GLTMs to work with teachers to identify student groups and a plan to increase student performance in those specific areas.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• 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.	Currently, Shoesmith teachers create lesson plans and units independently and within grade level teams that follow a scope and sequence outlined by the Radner model (literacy) and the pacing chart for Everyday Math/Connected Math. As we move toward Common Core alignment, we will utilize the CPS Content Framework for Literacy and Math to assist us in planning curriculum that is more rigorous and coherent than what we currently have. In addition,	
	Instructional materials	-->		**2**
	• 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).	90% of our teachers recently inventoried the classroom libraries in every classroom in the school. Teachers identified genres that we were heavy and light in at each grade level. Teachers also identified the variety of uses and practices associated with classroom libraries. Core instructional materials are consistent between most grades; however,there are variances between expectations for the volume of daily reading required and the quality of texts in classroom libraries that students have direct access to.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• 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.	Teachers administer various assesments throughout a year (Scantron, Mclass Math, DIBELS, CCQuarterly Assessments), BAS (formative assessment) to our students in red and yellow (most intensive). Currently, school-wide data is presented and analyzed during the end of the year, during summer grade level data meetings and beginning of each school year after ISAT scores are released. In grade level teams, teachers analyze DIBELS, Scantron, MClass Math ancd CCCS quarterly constructed responses. This year, teachers spent time in professional development sessions analyzing student tasks using Bloom's Taxonomy/Cognitive Dimensions. Our special education teachers meet weekly with general education teachers for grade level team meetings--LRE is a standing part of those conversations. Moving forward, discussion of formative data will become a focus of the grade level team meetings--the one dedicated to data.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	One of our Theories of Action/priorities is geared toward explicit instruction in all classrooms. This year, all teachers are expected to post and review instructional focus with students before beginning each lesson. In addition, lesson plan templates are being revised to incorporate the language associated with explicit instruction (i.e. Today, I'm going to teach you). Also, teachers will be required to submit Guided Reading/small group lesson plans weekly. Reviewing formative assessment data from BAS and/or TRC will take place during grade level team meetings, as well as, crafting guided reading/small group lesson plans.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	Shoesmith currently uses a pre-referral process to track the progress of students who are experiencing learning and behavioral difficulties. The process requires teachers to create action plans to address students deficiencies and document the intervention strategies implemented in 5 week intervals. Next year, one session per month(GLTM) will be dedicated to discuss the progress of the target students. Interventions currently in use are: Literacy--READ 180 (grades 5&6), Leveled Literacy Intervention (grades K-3). Next year, Shoesmith will use ST Math for intervention for students in grades K-5.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Professional evelopment for SY 2011-2012 has focused on creating a common understanding of explicit instruction and rigor, analyzing student tasks to determine the level of rigor imbedded in the tasks, and using Scantron, DIBELS, Mclass math assessment results to plan whole group mini lessons and targeted small group lessons.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Shoesmith teachers (general and special education) and administrators meet weekly to examine student work samples using the CNTC protocol, or plan the next week's lesson. In addition, teachers analyze assessment data and identify trends across the grade level and create action plans to address the trends (strength and challenge). Teachers submit "Team Meeting Record Sheets" as documentation.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Currently, coaching primarily is led by administrators. Monthly meetings are held with new teachers, in addition to district level induction support through CNTC. Teacher leaders or administrators led literacy study groups this year. Plans are underway to have individual conferences over the summer, with teachers to assess needs and outline professional development plans for the SY 2012-2013. Shoesmith's ILT will be trained over the summer to support individual professional development plans through peer observations.	

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DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Shoesmith wants each student to understand that college is a viable option. The school counselor (along with MSU Teacher Interns) will drive the college and career readiness initiative during advisory periods, at Shoesmith. Key elements: each student will complete and interest inventory, participate in college and career exploration activities and will develop a portfolio that documents their research and personal college and career plans.	
	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.	All Shoesmith Staff (administration, custodians, teachers, kitchen personnell and paraprofessionals) all have positive relationships with students. Students know that any adult can/will assist them. We will: • Continue consistent PBIS implementation with all staff • Continue to fully include students with disabilities in all programming and extra-curricular activities • Continue to institute HUG (Hello, Update, Goodbye) with students who have been identified as (Tier 3) for behavior	
	Behavior& Safety	--->		**2**

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Typical School	Effective School	Evidence	Evaluation
• 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.	According to the My School, My Voice survey results, students and parents feel that Shoesmith is a safe and welcoming place. Currently, Shoesmith utilizes PBIS school-wide and has a discipline flowchart that outlines steps that staff should take regarding student discipline, though the use is inconsistent. Some Shoesmith teachers use CHAMPS and Second Step to support behavior management and social emotional learning. • Define acceptable social behavior in all classrooms at Shoesmith School • Set cohesive discipline consequences (ie: behavioral monitoring	

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
	Expectations	-->		3
DIMENSION 5: Family and Community Engagement	• 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.	At the beginning of each school year, parent orientation meetings are held to discuss expectations and opportunities for parental involvement. School performance is a standing agenda item for monthly LSC meetings. The Five Essential Reports, School Progress and Performance Report are reviewed and discussed, and school newsletters and calendars are sent home monthly. Additionally, teachers send monthly newsletters home and post important information on their class web pages outlining curriculum, assessments, etc.	
	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.	Shoesmith hosts open houses, parent orientations, middle school fairs, and parent-teacher conferences to inform parents of expectations and update parents on student progress. Teachers develop personal learning plans for students and review them with parents. Teachers monitor and adjust the plans as necessary.	
	Bonding	-->		3

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
DIMEI	• 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.	On the SY 2011 Five Essentials Report, Shoesmith ranked average in supportive environment. We are currently working to improve this standing through various parent/community initiatives that invite stakeholders to collaborate: Friends of Shoesmith, family math and literacy nights, Coffee And.., room parents and classroom friends, Books for Breakfast, Open Houses, quarterly honors assemblies, Field Day/Walk-a-thon, Black History and Science Fair, Back to School Carnival	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	--->		**3**
	• 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.	Shoesmith has recently experienced an increase in the number of students living in transitional housing. We proactively partnered with our Friends of Shoesmith to provide groceries (weekly), uniforms, and gifts during the holiday season to those families. We sponsored both a coat and shoes drive this year. We currently connect families to community social service agencies thorough our	
	College & Career Exploration and election	--->		**3**
N 6: College and Career Readiness Supports	• 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.	College Week is held annually, college tours, guest speakers currently in college students (some Shoesmith alumni) speak to Shoesmith studentsn about college life (preparation, study habits, time management, social life) and their road to college acceptance and parents participate in College Week, too. Each classroom has a	
	Academic Planning	--->		**1**
	• 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.	Eligible students are encouraged to apply to programs like High Jump. We are planning to incorporate short and long term goal setting , exposure to college and careers etc into our weekly advisory periods.	
	Enrichment & Extracurricular Engagement	--->		**2**
	• 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.	We offer a variety of after-school activities for students through After school All Stars. Responses on the student surveys determined the course offerings. Attendance rates indicate student interest and participation. The activities are not diverse enough and are solely	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	A small number of students participate in college and career assessments in conjunction with their enrichment programs i.e. High Jump	
	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.	Does not apply	
	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.	We hold the following each year: Middle School Fair to familiarize 5th and 6th grade students and parents to the variety of middle schools out their and explain apllication and enrollment processes , Kindergarten Parent Orientation over the summer to help parents with the transition to elementary school, and official grade change session during the last week of school that involves students and parents meeting and talking to the next grade's teacher.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	After purchasing teaching positions (lost due to budget cuts), we look at the priorities and assign monetary values to them. We pursue grants from outside sources including Target, Donors Choose, Openlands, Boundless Readers . We pursue partnerships with outside entities (Hyde Park Arts Center, LANGO, Urban Gateways, Suzuki Music, Chicago Children's Choir)to provide foreign language and fine arts programming .	
	Building a Team	-->		**3**
	• 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.	As we move from a good school to a great school, we recognize the need reorganize the current staffing structure to optimize student learning and teacher efficacy. Shoesmith partners with Michigan State University annually by hosting MSU teacher interns. Exceptional interns are invited to interview for teaching positions. Shoesmith staff participates in the hiring of new staff. The ILT reviews resumes, conducts screening and panel interviews. Moving forward, select parents and community members will participate in the panel interviews. Administrators conduct the second phase of the hiring process which includes a demonstration lesson, an on demand writing asignment, interview and refernce checks.	
	Use of Time	-->		**2**

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
• 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.	SY 2011 Five Essentials Report ranked teacher collaboration at Shoesmith as average. The school schedule and the fact that teachers only had 3 preps limited the frequency that teachers collaborated during school hours. The Full School Day plan will allow more opportunities for grade level and vertical team planning to occur. The Full School Day plan also allows us to create blocks of time devoted to inteventions for targeted students (ST Math, Leveled Literacy Intervention).	

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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

We believe that every student in our school is capable of learning and thinking at high levels. We will meet the academic and social/emotional needs of all of our students including students with disabilities, English language learners, high achievers and struggling learners challenge each student by providing a safe and nurturing learning environment that encourages self-expression and creativity, and by setting high expectations, utilizing rigorous, research-based instructional materials and implementing differentiated instructional practices.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	We will use PBIS and CHAMPS school-wide to build strong and consistent classroom and school community where students feel supported, then students will have less distraction from instruction and spend more time on task; the number of discipline referrals will decrease, and the number of students in Tier 3 will decrease.	According to the Five Essentials Overall Report for SY 2011, Shoesmith's overall performance score was "average" in the supportive environment category. In CIWP planning sessions stakeholders noted improvements for SY 2012, but still raised concerns regarding inconsistency of behavioral expectations.
2	If we set and clearly define high expectations for student learning, then students will take ownership of their role in their learning.	According to student responses on the My Voice, My School survey and feedback from stakeholders during CIWP planning sessions, Shoesmith lacked consistency from classroom to classroom in terms of what students were expected to know and be able to do, expectations for how they worked with others varied, quality of homework and classwork assignments varied, too.
3	If we explicitly instruct students in all content areas using a systematic method of delivery (demonstration, shared demonstration, guided practice, independent practice) then students will actively participate, take responsibility and have positive attitudes about their learning.	According to the SY 2011 School Progress Report, only 28.4% and 32.5% of our 3rd-5th grade students performed at or above grade level in reading and math respectively. In addition, data from both formal observations and snapshots displayed a trend in the delivery of instruction in which most teachers told or explained to students what they wanted them and expected them work independently versus teachers showing them what was expected and gradually releasing responsibilty to students through scaffolded instruction. Impact on instruction: 1) this method allows students more time to practice skills and strategies, 2) method allows teachers to understand and determine levels of support students need in learning and plan instruction to meet those individual needs, 3) method allows students to move towards independence.
4	In order to improve communication between school and home, we will require a communication folder for each cl	According to the 2011 My Voice, My School survey, overall score for parent engagement was average. CIWP discussions v
5		

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
We will use PBIS and CHAMPS school-wide to build strong and consistent classroom and school community where students feel supported, then students will have less distraction from instruction and spend more time on task; the number of discipline referrals will decrease, and the number of students in Tier 3 will decrease.	According to the Five Essentials Overall Report for SY 2011, Shoesmith's overall performance score was "average" in the supportive environment category. In CIWP planning sessions stakeholders noted improvements for SY 2012, but still raised concerns regarding inconsistency of behavioral expectations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for CHAMPS delivered to all staff	Professional Development	All	Principal	Summer 2012	Summer 2012		
Professional development led by PBIS team for all staff that will lead to staff defining and agreeing upon acceptable social behaviors in classrooms	Professional Development	All	PBIS Team and administrators	Summer 2012	Summer 2012		
Document student behavior infractions using Swiss	Equipment/ Technology	All	Assistant Principal	Quarter 1	On-going		
Hold monthly meetings to assess efficacy of PBIS	ILT/ Teacher Teams	All	PBIS Team and administrators	On-going	On-going		
Display Bee Bucks totals for all classrooms	Other	All	Paraprofessionals	Quarter 1	Quarter 4		
Professional development for parents for Second Step delivered by School Counselor	Professional Development	Not Applicable	School Counselor	Quarter 1	Quarter 1		
Professional development for Second Step delivered to all teachers by OSES	Professional Development	All	Teachers and Administrators	Quarter 4	Quarter 4		
Conduct observation of 1 Second Step lesson in all K-6 classrooms	Instruction	All	Administrators	Quarter 1	On-going		
Continue instituting H.U.G. (Hello, Update, Goodbye) in grades K-6 for Tier 3 behavior students	Other	Other student group	All staff	Quarter 1	On-going		
Discuss progress of H.U.G. students during monthly PBIS meetings	ILT/ Teacher Teams	Other student group	PBIS Team and administrators	Quarter 1	On-going		
All classroom will have a daily scheduled advisory period to engage in Second Step and study skills activities.	Instruction	All	All staff	Quarter 1	On-going		

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
If we set and clearly define high expectations for student learning, then students will take ownership of their role in their learning.	According to student responses on the My Voice, My School survey and feedback from stakeholders during CIWP planning sessions, Shoesmith lacked consistency from classroom to classroom in terms of what students were expected to know and be able to do, expectations for how they worked with others varied, quality of homework and classwork assignments varied, too.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development (study group) using *Teach Like a Champion* as the anchor text to create common understanding of high expectations amongst teachers	Professional Development	All	Principal and teachers	Quarter 4	On-going		
Conduct observations (informal and peer) of the techniques and instructional strategies outlined in *Teach Like a Champion* in K-6 classrooms	Instruction	All	Administrators and ILT members	Quarter 1	On-going		
Teachers will use CPS Planning Guides to create units of study and weekly lesson plans aligned to Common Core Standards during collaborative preparation periods	Instruction	All	Administrators and ILT members	Summer 2012	On-going		
Professional development for understanding and using CPS Planning Guides	Professional Development	All	Administrators and ILT members	Quarter 4	Summer 2012		
Dedicate one grade level team meeting each month to examine and analyze student work samples, analyzing assessment data, culture and climate, lesson planning alignment to common core standards	ILT/ Teacher Teams	All	Administrators , ILT members and teachers	Quarter 1	On-going		
Create an instructional calendar that outlines all meetings, PD related to instruction (grade level team meetings, collaborative preps, ILT meetings, study groups) for SY 2012-2013	Instruction	All	Administrators and ILT members	Summer 2012	Summer 2012		
Continue public data display/goal setting	Instruction	All	Teachers	Quarter 1	Quarter 4		

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
If we explicitly instruct students in all content areas using a systematic method of delivery (demonstration, shared demonstration, guided practice, independent practice) then students will actively participate, take responsibility and have positive attitudes about their learning.	According to the SY 2011 School Progress Report, only 28.4% and 32.5% of our 3rd-5th grade students performed at or above grade level in reading and math respectively. In addition, data from both formal observations and snapshots displayed a trend in the delivery of instruction in which most teachers told or explained to students what they wanted them and expected them work independently versus teachers showing them what was expected and gradually releasing responsibilty to students through scaffolded instruction. Impact on instruction: 1) this method allows students more time to practice skills and strategies, 2) method allows teachers to understand and determine levels of support students need in learning and plan instruction to meet those individual needs, 3) method allows students to move towards independence.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development to develop a clearer understanding of the CPS Framework for Teaching	Professional Development	All	Administrators and ILT	Quarter 4	On-going		
Professional development to create common understanding and definition of "explicit instruction"	Professional Development	All	Administrators and teachers	Quarter 4	Quarter 4		
Analyze video of teacher practice in *Teach Like a Champion* study group	Professional Development	All	Administrators and teachers	Quarter 4	On-going		
Conduct formal and informal observations (by administrators and peers) using the rubric for CPS Framework for Teaching (Domains 2 and 3)	Instruction	All	Administrators and ILT	Quarter 1	Quarter 4		
Dedicate one grade level team meeting each month to examine and analyze student work samples, analyzing assessment data, culture and climate, lesson planning alignment to common core standards (Domain 1 of CPS Framework for Teaching)	Instruction	All	Administrators and teachers	Quarter 1	Quarter 4		
Hold on-going study groups using the professional texts: *Guide to the Reading Workshop* (Lucy Caukins) and *The Comprehension Toolkit* (Stephanie Harvey and Anne Goudvis)	Instruction	All	All instructional staff	Quarter 1	On-going		
Create document that clearly defines "explicit instruction" and explains the instructional strategies that teachers will employ (to be reviewed and discussed at length during parent orientation and monthly Coffee And..)	Instruction	All	Administrators	Summer 2012	Quarter 1		
Purchase and utilize ST Math on-line math intervention program	Instruction	All	Teachers and administrators	Quarter 1	Quarter 4		

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
In order to improve communication between school and home, we will require a communication folder for each child containing all important school information. Parents will be responsible (on a daily basis) for reviewing the contents and signing to confirm receipt and review of its contents. As a result, parent participation will increase by 10%.	According to the 2011 My Voice, My School survey, overall score for parent engagement was average. CIWP discussions with parents revealed that communication is an area that parents would like to see improvement. Improvement in this area should lead to an increase in parent participation and parent support for Shoesmith's mission, which leads to increase in student achievement.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase and utilize a uniform communication (gold color) folder for all students in grades K-6	Supplies	All	Teachers and parents	Quarter 1	Quarter 4		
Purchase and utilize student planners for all students in grades 3-6	Supplies	Other student group	Teachers and parents	Quarter 1	Quarter 4		
Require parent signatures in student planners daily	Parental Involvement	All	Parents	Quarter 1	Quarter 4		
Continue distribution of hard copies and website postings of monthly calendar, parent newsletter (in languages spoken at students' home)	Other	All	Administrators	Quarter 1	Quarter 4		
Send email blasts and outcalling messages to announce upcoming events	Other	All	Tech Coordinator and School Clerk	Quarter 1	Quarter 4		
Create a parent email list	Other	All	PAC/PTO/LSC	Quarter 1	Quarter 1		
Continue to advertise events on the school marquee	Other	All	Administrators and custodians	On-going	On-going		
All teachers will continue to send hard copies of classroom newsletters and post them on web pages including photos	Other	All	teachers	Quarter 1	Quarter 4		
Parent involvement progress report distributed at the end of each grade reporting period	Parental Involvement	All	teachers	Quarter 1	Quarter 4		
Strongly encourage parents to committ in writing to volunteer at least two hours per semester.	Parental Involvement	All	Administration and PAC/PTO/LSC	Quarter 1	On-going		
Continue to inform parents of summer required reading to reduce summer slide in reading	Instruction	All	Teachers, students, and parents	Summer 2012	Summer 2012		
Require use of IXL to reduce summer slide in math	Instruction	All	Teachers, students and parents	Summer 2012	Summer 2012		
Continue monthly Coffee And.. parent meetings	Other	All	Administrators	Quarter 1	Quarter 4		
Host new parent meet and greet/orientation	Parental Involvement	Other student group	Administrators, teachers, PAC/PTO/LSC	Summer 2012	Summer 2012		

Strategic Priority 4

Host 4-6 grade student/parent orientation	Other	Other student group	Administration and teachers	Summer 2012	Summer 2012		
Mail summer newsletter to each students' home.	Instruction	All	Administrators	Summer 2012	Summer 2012		

2012-2014 Continuous Improvement Work Plan

Beulah Shoesmith Elementary School

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

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