



2012-2014 Continuous Improvement Work Plan

John M Smyth Elementary School

Fulton Elementary Network

1059 W 13th St Chicago, IL 60608

ISBE ID: 150162990252460

School ID: 610180

Oracle ID: 25411



Mission Statement

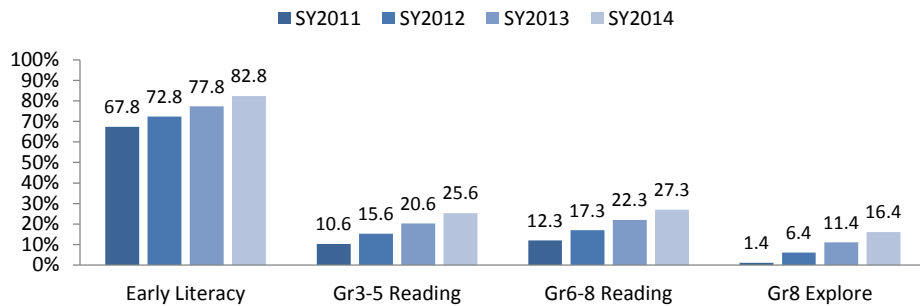
Our mission, addressed through the intellectual rigor and high standards of the International Baccalaureate Programme, is to establish a school climate that embraces the individual potential of our students and teaches them to relate their classroom experiences to the realities of the world outside with self-reflection, empathy, and respect for others.

Strategic Priorities

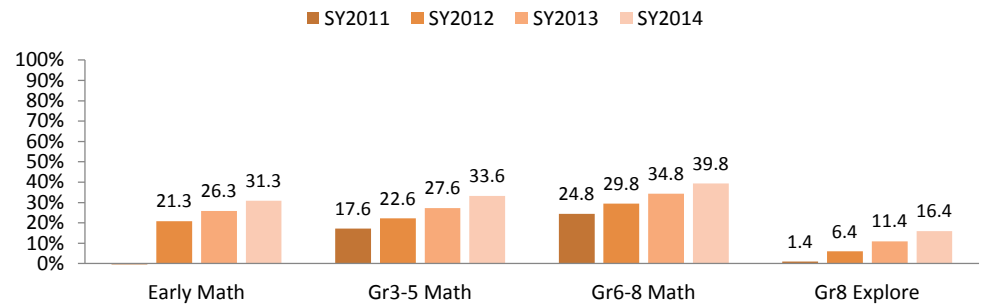
1. Teachers will deliver a curriculum for literacy & math aligned to Common Core standards supported by high quality texts
2. Provide reading and math intervention to identified students based on beginning of the year screening tools and monitor progress quarterly.
3. Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future acquisitions.

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:	John M Smyth 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
Ronald R. Whitmore	Principal
Denise Yates Lang	Assistant Principal
Kimberly Lebovitz	Lead/ Resource Teacher
Adonia Milsap	Lead/ Resource Teacher
Art Schmid	Lead/ Resource Teacher
Tina Curry	Classroom Teacher
Harold Smith	Classroom Teacher
Geraldine Davis	Counselor/Case Manager
Ann McGee Davis	Classroom Teacher
Shirley Winston	Other
Ms. Price	LSC Member
Ms. Perry	Classroom Teacher



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	67.8	72.8	77.8	82.8		Early Math % of students at Benchmark on mClass	NDA	21.3	26.3	31.3
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.6	15.6	20.6	25.6		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.6	22.6	27.6	33.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.1	43.1	48.1	53.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	46.0	51.0	56.0	61.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	12.3	17.3	22.3	27.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	24.8	29.8	34.8	39.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.8	43.8	48.8	53.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.2	59.2	64.2	69.2
8th Grade										
Explore - Reading % of students at college readiness benchmark	1.4	6.4	11.4	16.4		Explore - Math % of students at college readiness benchmark	1.4	6.4	11.4	16.4



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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	92.4	95.0	95.0	95.0					
Misconducts Rate of Misconducts (any) per 100	20.1	15.1	10.1	5.1					

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	48.3	53.3	58.3	63.3		ISAT - Reading % of students exceeding state standards	3.2	8.2	13.2	18.2
ISAT - Mathematics % of students meeting or exceeding state standards	63.0	68.0	73.0	78.0		ISAT - Mathematics % of students exceeding state standards	6.3	11.3	16.3	21.3
ISAT - Science % of students meeting or exceeding state standards	47.5	52.5	57.5	62.5		ISAT - Science % of students exceeding state standards	0.0	4.0	9.0	13.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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>We have developed and implemented a Theory of Action for the past two years, consistently monitoring our progress using metrics for each key lever.</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>Professional learning systems are in place, as evidenced in our Theory of Action. Quality is monitored quarterly based on quarterly action plans. Our parent involvement component continues to improve, but has not reached a satisfactory level where there is evidence of empowered families. Structures are in place- parent conferences & parent workshops, but we need to continue to work in this area.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>We need to have systems or structures in place that create a culture that provide for the establishment of teacher leaders. Professional development opportunities are in place to develop school leaders. Teachers are involved and display leadership qualities, but are not necessarily leaders. Teachers will complete tasks when they are directed. We are looking for ways to increase the number of self-starters, who will take the initiative to move our school forward.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			4
<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>We have consistently scheduled meetings on predetermined topics. Our meetings are focused on analyzing data and determining ways to improve student achievement. Results are shared with the entire staff in grade level team meetings, 1:1 coaching, and/or weekly staff meetings.</p>	
<p>Monitoring and adjusting -----></p>			4
<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>Data is analyzed within two weeks of receiving results at ILT meetings and grade level team meetings to focus support for teachers and students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>We have created and implemented a year-long scope and sequence using Common Core Standards in literacy. We have started working on scope and sequence using Common Core in Math. Each grade level team uses common units aligned to the standards and the philosophies of International Baccalaureate. We have a variety of texts for instruction, including a varied range of text complexity and informational texts.</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>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 ----->			3
<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>Data is reviewed immediately after each assessment. Each grade level team has a comprehensive set of assessments available, but there may be some inconsistencies in use. Assessment accommodations and modifications are in place to ensure students with disabilities are able to appropriately demonstrate their knowledge and skills.</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>All of the structures for an effective school are in place, but quality of implementation is inconsistent.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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>We have a systematic approach to administering screening assessments for primary students. We do not currently have a systematic screening tool for intermediate and upper grade students. Interventions include pull-out programs, small group instruction, and one on one support. Monitoring of interventions by teachers and ILT so adjustments can be made routinely.</p>	
	Whole staff professional development ----->			4
	<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>We have a plan in place on our school calendar that is aligned to our school-wide goals and priorities.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<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 meet weekly to analyze data, plan weekly instruction and analyze instructional practices. Teacher teams share responsibility for planning and implementing student learning. Teams include general education and special education teachers and other specialists. There are protocols in place for team collaboration.</p>	
	Instructional coaching ----->			
	<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>School has a coaching plan that identifies teacher needs, who provides the coaching and frequency. Intensive level teachers have individual professional development plans tailored to their needs. Teachers receive written and/or verbal feedback to support their individual growth. Occasionally, we use peer coaching and cross classroom visitation as a form of coaching. We need to increase opportunities for teachers to visit other classrooms for support. We do not currently have a new teacher induction program.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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>The majority of staff members reinforce school expectations for all students to aspire to college which is evident through the academic rigor in their classrooms. The school is in the process of developing and implementing an intentional plan to build and maintain a college-going culture through the Smyth School Advisory Board. There are a number of opportunities for students for students to demonstrate authentic leadership and student voice by participating in clubs or sports activities.</p>	
	Relationships ----->			2
	<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>We have implemented a HUG (hello, update, goodbye) program for many of our students to provide an adult advocate for many of our students. All of our students know the adults in the school care about them and support them in achieving their goals. Patterns of interaction are usually respectful. We are working on intervention strategies for both teachers and students to provide fair responses to disrespectful behavior. Classroom experiences demonstrate value of home language and culture.</p>	
Behavior & Safety ----->			3	
	<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 a school-wide approach to student discipline and a tiered approach to behavioral intervention that recognizes and builds on positive behavior. We maintain a safe and welcoming environment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	Clear information and an accurate explanation for families is available. We have to continue to look for strategies to get parents to be more responsive to school-based activities.	
	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. 	Teachers engage in ongoing two-way communication with families. Most teachers give parents personal contact information so they can be reached at any time.	
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. 	The school is working on improving the welcoming environment. We would like every person who enters our building to feel warmly received. We have student performances, family literacy events, and exhibitions at least once each quarter.	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	<p>We need to do a better job with providing outreach to families on collaboration with social service agencies.</p>	
	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. 	<p>Our school has a close knit relationship with UIC. We have student teachers and volunteers from the university in the school daily to work as tutors. We talk to our students periodically about career choices and how they can plan to achieve their goals.</p>	
Academic Planning ----->			2	
<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. 	<p>We are just beginning to plan and provide support to our students about college and career plans.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	<p>We have a wide range of extracurricular activities, but the selections are limited for our 1st and 2nd grade students and our 6th-8th grade students.</p>		

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
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. 	Our students take the Explore exam.	
	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. 		
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. 	Our school works closely with neighboring preschools to transition students into kindergarten and with a variety of high schools for our 8th grade students. We need to provide more support to parents of 2nd grade and 5th grade students going into benchmark grades to increase their knowledge of academic requirements .	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<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 allocates discretionary funds to support identified needs and priorities. The school actively identifies community partners to meet student and staff needs.		
	Building a Team ----->				4
<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 based on needs assessment and priorities. A multistep interview process is in place which involves teachers and administration. Candidates are asked to provide evidence of the quality of their instruction and demonstrate their capacity to teach in our classrooms.			
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 schedule is based on student needs and school-wide growth priorities. We have weekly grade level team meetings and staff meetings to allow for regular, meaningful collaboration. We need to improve the structures in place for intermediate and upper grade students who need intervention support.			

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

Our mission, addressed through the intellectual rigor and high standards of the International Baccalaureate Programme, is to establish a school climate that embraces the individual potential of our students and teaches them to relate their classroom experiences to the realities of the world outside with self-reflection, empathy, and respect for others.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver a curriculum for literacy & math aligned to Common Core standards supported by high quality texts	We need to implement a rigorous literacy & math curriculum to ensure at least 45% of 3rd-8th grade students meet growth targets and to ensure our students are college and career ready.
2	Provide reading and math intervention to identified students based on beginning of the year screening tools and monitor progress quarterly.	We need to implement an RTI plan for struggling students to provide early intervention support and minimize the number of students requiring special education referrals. By improving our intervention methods, we will ensure all students are able to grow in reading and math proficiency.
3	Provide 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 acquisitions.	We need to provide additional opportunities to increase student awareness of higher education or career possibilities.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will deliver a curriculum for literacy & math aligned to Common Core standards supported by high quality texts	We need to implement a rigorous literacy & math curriculum to ensure at least 45% of 3rd-8th grade students meet growth targets and to ensure our students are college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit of existing text in the leveled bookroom and in each classroom and invest in additional informational texts to support instruction aligned to Common Core Standards	Instructional Materials	All	classroom teachers A. Milsap	Summer 2012			
Complete reading material survey to determine needs for instruction and classroom libraries	Instructional Materials	All	classroom teachers	Quarter 4			
Order materials for instruction and for classroom libraries	Instructional Materials	All	A. Milsap	Quarter 4			
Revise curriculum maps to align to new district performance assessments	Instruction	All	classroom teachers	On-going			
Purchase vocabulary program to provide a systematic approach to vocabulary instruction.	Instructional Materials	All	R. Whitmore A. Milsap	Quarter 4			
Construct math curriculum maps to align to new district performance assessments and Common Core Standards	Instruction	All	classroom teachers	On-going			
Conduct an audit of existing instructional materials for math that are available in school and aligned them to Common Core Standards.	Instructional Materials	All	classroom teachers A. Schmid	Quarter 4			
Invest in supplemental materials for math instruction and tools aligned to Common Core Standards to support learning in the classroom	Instructional Materials	All	A. Schmid	Quarter 4			
Order informational texts aligned to Common Core Standards that support math for classroom libraries to create connections to real life situations	Instructional Materials	All	A. Schmid	Quarter 4			
Observe each classroom teacher monthly using scaffolding instruction rubrics as metrics.	Instruction	All	R. Whitmore	On-going			
Create coaching plan to support teachers as needed to improve instructional practices.	Instruction	All	R. Whitmore	On-going			

Strategic Priority 1

Have 1:1 conversations with teachers to set quarterly performance goals.	Instruction	All	R. Whitmore	On-going			

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
Provide reading and math intervention to identified students based on beginning of the year screening tools and monitor progress quarterly.	We need to implement an RTI plan for struggling students to provide early intervention support and minimize the number of students requiring special education referrals. By improving our intervention methods, we will ensure all students are able to grow in reading and math proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on RTI to all classroom teachers to improve understanding of intervention/referral process.	Professional Development	Not Applicable	G. Davis A. Milsap	Quarter 4			
Review data collection process with general education teachers	Professional Development	Other student group	G. Davis A. Milsap	On-going			
Identify and implement research-based interventions to be used with students in Tier II and Tier III in grades 3-8.	Instruction	Other student group	G. Davis A. Milsap	On-going			
Identify teachers to participate on RTI team to monitor and review intervention instruction and referral process	Other	Other student group	R. Whitmore	Quarter 1			
Purchase reading and math intervention programs to support 4th-8th grade students.	Instructional Materials	Other student group	R. Whitmore Schmid Milsap	Quarter 1			



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide 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 acquisitions.	We need to provide additional opportunities to increase student awareness of higher education or career possibilities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Include language in Smyth School Oath that connects elementary school expectations to college and career expectations.	Other	All	R.Whitmore	On-going			
Host high school fairs for 6th-8th grade students to increase awareness of quality high school opportunities at least once each semester.	Parental Involvement	Other student group	S. Winston	On-going			
Host annual career day to expose students to multiple career opportunities.	Other	All	R.Whitmore S. Winston	On-going			
Create career maps with students to as a how-to- guide for reaching career goals.	Instruction	All	classroom teachers R. Whitmore	Quarter 1			
Hold annual college fair to increase student awareness of college opportunities	Other	All	classroom teachers R. Whitmore	Quarter 2			
Purchase and display college banners throughout school to increase student awareness of colleges around the country	Other	All	R. Whitmore	Quarter 1			



Strategic Priority 3

