



2012-2014 Continuous Improvement Work Plan

William K New Sullivan Elementary School

Skyway Elementary Network
8331 S Mackinaw Chicago, IL 60617
ISBE ID: 150162990252474
School ID: 610193
Oracle ID: 25541



Mission Statement

Our mission at New Sullivan is to develop and implement an exemplary instructional program in a safe environment that will progressively develop the multifaceted competencies of the whole child with an emphasis on core subjects(literacy, math, science and social studies) and fine and performing arts while embracing the cultural and educational diversity of our ENTIRE student population.

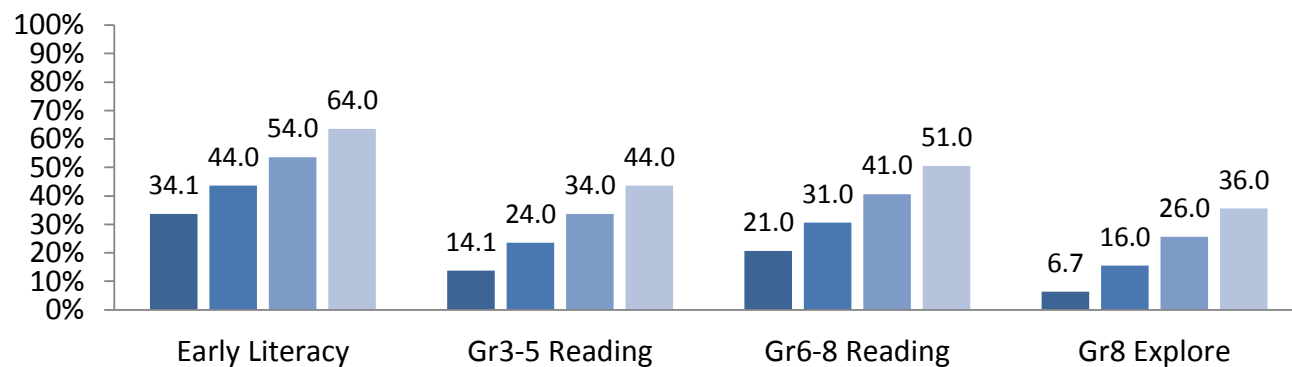
Strategic Priorities

1. All building teachers understand the shifts of practice the Common Core Standards require, and use that knowledge to develop interdisciplinary Common Core aligned units for the entire school year using universal design principles.
2. Our school will use summative, formative, and performance-based assessment more effectively to boost student achievement.
3. Bring our attendance rate to 95%.

School Performance Goals

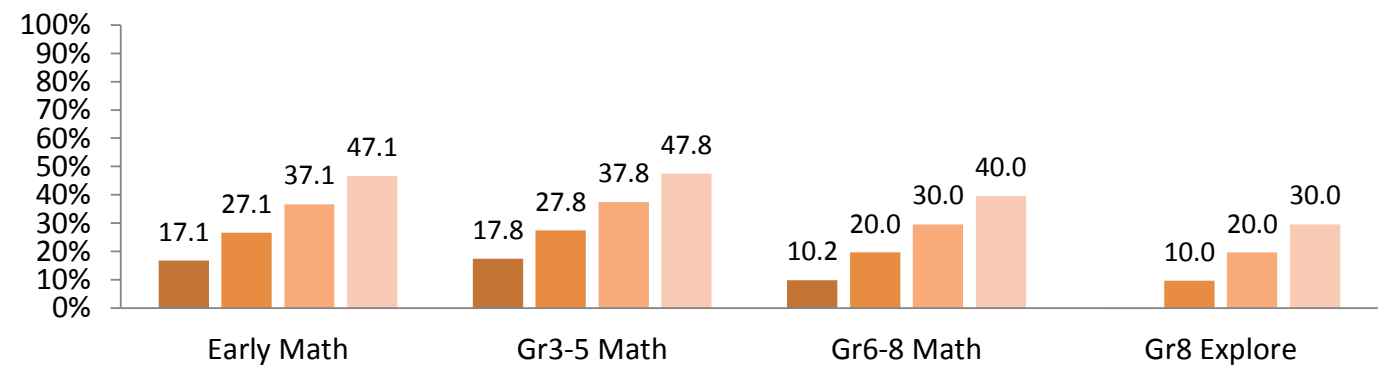
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	William K New Sullivan 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
Kathy McCoy	Principal
Trudy Taylor	Assistant Principal
Michelle Marson	Lead/ Resource Teacher
Yvonne McNutt	Classroom Teacher
Anna Rentmeesters	Lead/ Resource Teacher
Kevin McGowan	Support Staff



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	34.1	44.0	54.0	64.0		Early Math % of students at Benchmark on mClass	17.1	27.1	37.1	47.1
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.1	24.0	34.0	44.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.8	27.8	37.8	47.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.9	52.0	62.0	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	51.5	61.5	71.5	81.5
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.0	31.0	41.0	51.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	10.2	20.0	30.0	40.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.5	62.0	72.0	82.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.6	66.0	76.0	86.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	6.7	16.0	26.0	36.0		Explore - Math % of students at college readiness benchmark	0.0	10.0	20.0	30.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	90.3	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	27.3	20.0	15.0	10.0

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	57.6	67.0	77.0	87.0		ISAT - Reading % of students exceeding state standards	5.8	15.0	25.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	57.5	67.0	77.0	87.0		ISAT - Mathematics % of students exceeding state standards	2.9	13.0	23.0	33.0
ISAT - Science % of students meeting or exceeding state standards	46.2	56.0	66.0	76.0		ISAT - Science % of students exceeding state standards	2.9	13.0	23.0	33.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<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>Goals have been established.</p> <p>There are many competing priorities</p> <p>Grade level teams have very little time to revisit goals and most teachers do not revisit on their own without prompting.</p>	
DIMENSION 1: Leadership	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>Whole staff PD is linked to Teacher Team Meetings</p> <p>Principal has asked for each staff member to submit plan but follow-up is limited.</p> <p>School-wide class vision focuses more on DIBELS/ISAT, not necessarily college/career readiness.</p> <p>Principal has monthly parent meeting (Taking Our Parents to School)- TOPS</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
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>A core group of teachers performs nearly all leadership duties. There are few voices on the ILT. Teachers do not request to attend or attend conferences outside of school. Internal professional development has limited implementation or ownership by teachers. School-wide initiatives are not embraced by staff members.</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
Instructional Leadership Team (ILT) ----->			
<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>ILT has most Grade levels (missing a primary and counseling voice.)</p> <p>The ILT leads the approach to professional development (whole staff PD, teacher teams, and coaching), but there is limited/inconsistent follow through.</p> <p>ILT responds to concerns without a clear process for staff-wide engagement.</p> <p>Analyzes data when new data is available, but there is not a procedure for systematic review in place.</p> <p>Lack of time spent on student item analysis.</p> <p>Need more local common assessments.</p>	2
Monitoring and adjusting ----->			
<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 for district assessments is occasionally analyzed at the School level.</p> <p>A more systematic approach is needed.</p>	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
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Radner's priorities (Depaul University) are followed but there are inconsistencies of student expectations across grade levels. Each teacher follows the priorities as he/she sees fit. The reading text (Storytown) used for K-6 grade has more fiction than informational text. Grade levels are not aligned in regards to common units. Within grade levels, there is sometimes a lack of communication between teachers. Lack of vertical alignment across grade levels.</p>	
	Instructional materials ----->			2
	<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>Book Room not frequently used. Foss books not used. Manuplatives not used</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teachers inconsistently access (or cannot access) CIM/Scantron data despite receiving professional development.</p> <p>There are gaps in assessments (no common alphabet, running records or writing assessments).</p> <p>Only some assessments are designed with learner accommodations in mind.</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
Instruction ----->			2
<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>Lack of evidence of higher order questioning in lessons. Sequencing of lessons are based on Radner learning priorities. Limited evidence of differentiated instruction in lesson plans and classroom lessons.</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
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Teachers helped to tier students three times a year. RTI team monitors binders, but not many binders are done correctly or adhere to guidelines.</p>	
	Whole staff professional development ----->			2
	<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>Professional development plan changes depending on competing priorities that arise. Lack method for continually monitoring the effectiveness of all professional development.</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
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<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 and has been focused on planning instruction around the Common Core State Standards. Teachers have the opportunity to meet monthly with the RTI committee to discuss progress monitoring data, but not all teacher utilize this opportunity. Ownership for student learning results lies primarily with individual teachers. Teacher teams mainly consist of general education and special education teachers. Teacher team meetings are supported by lead resource teachers and administration.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Individual coaching plans do not exist. Teachers occasionally receive feedback to support individual growth. Some peer observations have taken place.</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
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>Some staff members reinforce expectations for all students to aspire to college and career ready standards.</p> <p>Mr. McGowan has an "Economics of Education" workshop yearly with the 8th Graders to show the connection between education and salary over one's lifetime.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Many students form bonds with adult advocates.</p> <p>Interactions between adults and students are respectful.</p> <p>Students with disabilities are able to interact with general education students during special subjects (gym, art, library and music).</p> <p>Most cultures of students are celebrated through classroom projects and assemblies.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>There are attempts (CHAMPS training and PBIS efforts) to create school-wide norms for student discipline, but is often inconsistently implemented and monitored.</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
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	Open house TOPS-"Taking our parents to school" monthly meetings. Parent workshops (Grades3,4,5,6,8) Community School Classes for Parents Parent Resource Fairs	
	Ongoing communication ----->			2
	<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. 	Parent communication is inconsistent from teacher to teacher.	
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. 	Parents are participating in "Take our parents to school" workshops each month. Preschool Families participate in a "Book Bag" program where the families come for a workshop explaining resources and activities they can do with their child; Then book bags with the resources and activities are sent home with the children each week to promote academic activities in the home. Increased parent attendance at assemblies. All visitors are welcomed at the door. Parents are encouraged to make use of the Parent-Resource Room which has books, notices of community services, and computers for	

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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>School building is open until 5:15. Dean, social worker and nurse all make home visits.</p>	
	College & Career Exploration and election ----->			1
	<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>Minimal information about college or career choices are provided.</p>	
Academic Planning ----->			1	
<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>Minimal support for college and career planning is provided.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>There are a variety of activities, but is limited by the number of staff available to run them.</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
DIMENSION	College & Career Assessments ----->			1
	<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. 	Minimal use by teachers. A few teachers use What's Next Illinois, a computerized career interest program.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Not applicable	
	Transitions ----->			2
	<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. 	Parent workshops provided for students in benchmark years (3,6,8).	

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. 	Discretionary resources used to support goals of the school.	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Nearly all applicants have little or prior connection to the school. Grade/course teams are created to include the needed combination of knowledge and expertise. There are limited numbers of teachers with content endorsements outside of middle school.	
Use of Time ----->			2	
	<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. 	Teacher collaboration time is included in the school's schedule. School schedule is designed based on number of minutes per subject. Intervention for struggling students happens at the discretion of individual teachers during core courses.	

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 at New Sullivan is to develop and implement an exemplary instructional program in a safe environment that will progressively develop the multifaceted competencies of the whole child with an emphasis on core subjects(literacy, math, science and social studies) and fine and performing arts while embracing the cultural and educational diversity of our ENTIRE student population.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	All building teachers understand the shifts of practice the Common Core Standards require, and use that knowledge to develop interdisciplinary Common Core aligned units for the entire school year using universal design principles.	Schoolwide, fewer than 25% of our students meet national grade level standards. Therefore we need to implement stronger curriculum in order to narrow the achievement gap and have our students career and college ready.
2	Our school will use summative, formative, and performance-based assessment more effectively to boost student achievement.	In the School Effectiveness Framework we rated our school as a 2 in both assessment and in monitoring and adjusting. A schoolwide focus on all types of assessment will help us monitor ourselves more thoroughly and provide more targeted feedback to students and families so that we raise student achievement.
3	Bring our attendance rate to 95%.	Our SY2011 attendance rate was 90.3%. Our current data shows improvement, but we continue to need to focus on this area to achieve 95%.
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
All building teachers understand the shifts of practice the Common Core Standards require, and use that knowledge to develop interdisciplinary Common Core aligned units for the entire school year using universal design principles.	Schoolwide, fewer than 25% of our students meet national grade level standards. Therefore we need to implement stronger curriculum in order to narrow the achievement gap and have our students career and college ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By July 15, 2012 conduct audit of classrooms, school bookroom, and school library of existing texts aligned to Common Core State Standards.	Instructional Materials	All	Mrs. Rentmeesters	Summer 2012			
Create electronic book catalog on LibraryThing.org by August 1, 2012.	Instructional Materials	All	Mrs. Rentmeesters	Summer 2012			
Order differentiated text sets (fiction and non-fiction) aligned with beginning Common Core units. By August 1, 2012.	Instructional Materials	All	ILT	Summer 2012			
Conduct summer training on text complexity and matching books to readers by August 15, 2012.	Professional Development	All	ILT	Summer 2012			
Conduct summer training on ways to differentiate complex text for struggling readers by August 15, 2012.	Professional Development	All	ILT	Summer 2012			
Conduct gap analysis of math curriculum (6-8) and Common Core Standards.	Instructional Materials	All	Teacher Teams	Summer 2012			
Conduct gap analysis of math curriculum (K-5) and Common Core Standards.	Instructional Materials	All	Teacher Teams	Quarter 1			
Audit 6th-8th grade math materials aligned to Common Core Standards.	Instructional Materials	All	Mrs. Marson	Summer 2012			
Purchase new 6th-8th grade math materials aligned to Common Core Standards.	Instructional Materials	All	ILT	Summer 2012			
Order differentiated text sets (fiction/non-fiction) to support Quarter 2 units by September 30, 2012.	Instructional Materials	All	ILT	Quarter 1			
Order differentiated text sets (fiction/non-fiction) to support Quarter 3 units by December 15, 2012.	Instructional Materials	All	ILT	Quarter 2			
Order differentiated text sets (fiction/non-fiction) to support Quarter 3 units by March 10, 2012.	Instructional Materials	All	ILT	Quarter 3			



Strategic Priority 1

Evaluate use of texts in every classroom with monthly classroom visits.	Instructional Materials	All	ILT	On-going			
Teacher Leaders will attend Network Professional Development June 18-21, 2012	Professional Development	All	Mrs. McCoy	Summer 2012			
Teacher Teams collaborate and finalize Unit 1 ELA and Math plans.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Teacher Teams submit needed materials for units to be ordered.	Instructional Materials	All	PPLC	Summer 2012			
Conduct ILT professional development around "Literacy Look-Fors" before August 15, 2012	ILT/ Teacher Teams	All	Mrs. Rentmeesters	Summer 2012			
Teachers attend CHAMPS training or refresher before Sept. 7, 2012.	Professional Development	All	Mrs. McCoy	Summer 2012			
Teacher Teams collaborate and finalize Unit 2 ELA and Math.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Teacher Teams collaborate and finalize Units 3-4 ELA and math.	ILT/ Teacher Teams	All	ILT	Quarter 2			
Teacher Teams collaborate and finalize Units 4-5 ELA and Math.	ILT/ Teacher Teams	All	ILT	Quarter 2			
Teacher Teams collaborate and finalize Units 6-7 ELA and Math.	ILT/ Teacher Teams	All	ILT	Quarter 3			
Teacher Teams collaborate and finalize Units 8.	ILT/ Teacher Teams	All	ILT	Quarter 4			
Teachers receive professional development on NWEA assessment as offered by the Network.	Professional Development	All	Mrs. McCoy	Summer 2012			
Teacher Teams teach Unit 1 and analyze Unit 1 Benchmark performance task data.	Instruction	All	Teacher Teams	Quarter 1			

Strategic Priority 2

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

Strategic Priority Description	Rationale
Our school will use summative, formative, and performance-based assessment more effectively to boost student achievement.	In the School Effectiveness Framework we rated our school as a 2 in both assessment and in monitoring and adjusting. A schoolwide focus on all types of assessment will help us monitor ourselves more thoroughly and provide more targeted feedback to students and families so that we raise student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher Teams will create performance tasks aligned with project-based, Common Core Units.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Create Data Binders for each teacher and ESP.	ILT/ Teacher Teams	All	ILT	Summer 2012			
ILT reviews key School Effectiveness Framework measures regularly.	ILT/ Teacher Teams	All	ILT	On-going			
Establish clear schedules for teacher team data review.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Teacher Teams review BOY performance assessment data and revise units as necessary.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Teachers will give BOY and Quarter 1 performance task.	Instruction	All	Teachers, Mrs. McCoy	Quarter 1			
Teacher will give NWEA.	Instruction	All	Teachers	Quarter 1			
Teacher teams will receive professional development regarding the NWEA.	Professional Development	All	Mrs. McCoy	Summer 2012			
Conduct Data Sessions with parents.	LSC/ PAC/ PTA	All	ILT	On-going			
Conduct a quarterly parent workshop on how parents can help students meet the Common Core Standards.	LSC/ PAC/ PTA	All	ILT	On-going			
Teachers receive professional development on how to make sure assessments are aligned to the standards.	Professional Development	All	ILT	Quarter 1			
Teachers receive professional development on best practices of summative, formative, and performance-based assessments.	Professional Development	All	Mrs. Rentmeesters	Quarter 2			
Teachers receive professional development on giving student feedback on formative assessments.	Professional Development	All	Mrs. Rentmeesters	Quarter 2			
Teachers will give unit performance tasks.	Instruction	All	Teachers, Mrs. McCoy	On-going			



Strategic Priority 2

Teacher Teams will use NWEA data to tier students for differentiation.	ILT/ Teacher Teams	All	Teachers	On-going			
Teacher Teams will receive professional development and will analyze Middle of the Year NWEA data.	Professional Development	All	ILT	Quarter 2			
Teacher Teams will revise unit plans and adjust instruction based on MOY NWEA data.	Instruction	All	Teachers	Quarter 3			
Administrators will monitor unit adjustments and instruction using Literacy Look-For's.	Instruction	All	Mrs. McCoy, Dr. Taylor	On-going			



Strategic Priority 3

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

Strategic Priority Description	Rationale
Bring our attendance rate to 95%.	Our SY2011 attendance rate was 90.3%. Our current data shows improvement, but we continue to need to focus on this area to achieve 95%.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Office staff will copy letter templates for parents to document reasons for absence.	Other	All	Mrs. McCoy	Summer 2012			
School will hold "Back to School" kick-off rally where attendance and updating phone records will be emphasized.	Parental Involvement	All	Mr. McGowan	Summer 2012			
Each week, classroom attendance percentages will be generated and posted outside classrooms.	ILT/ Teacher Teams	All	Dr. Taylor	On-going			
Classrooms will be rewarded for best attendance percentages and for 100% attendance days.	ILT/ Teacher Teams	All	Mr. McGowan	On-going			
Individual students will receive incentives for perfect attendance.	ILT/ Teacher Teams	All	Dr. Taylor	On-going			
ILT will establish procedure for teachers to make referral to social worker, nurse, or dean of students for attendance intervention plan.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Social worker, nurse, and/or dean of students will contact family for attendance meeting.	Parental Involvement	All	Mrs. McCoy	On-going			
Parent Groups will establish "Walking School Bus" for students.	LSC/ PAC/ PTA	All	LSC	Quarter 1			
IMPACT data will be analyzed monthly.	ILT/ Teacher Teams	All	ILT	On-going			
ILT will monitor parent/teacher logs for regular attendance calls.	ILT/ Teacher Teams	All	ILT	On-going			
ESPs will call absentee households daily.	Parental Involvement	All	Mrs. McCoy	On-going			
Attendance clerk will send out regular 5/10/18 day notices.	Parental Involvement	All	Mrs. Nicholson	On-going			



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps