Charles Sumner Math & Science Community Acad ES

Garfield-Humboldt Elementary Network

4320 W 5th Ave Chicago, IL 60624

ISBE ID: 150162990252475

School ID: 610194

Oracle ID: 31221
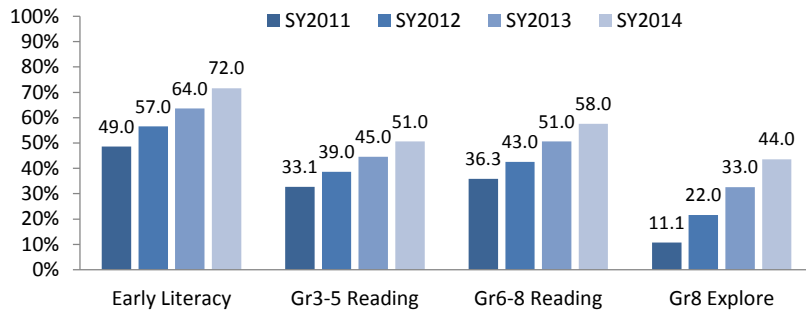
Mission Statement

Our mission is to create a rigorous, supportive, and challenging learning environment where teachers engage all students to improve academically. Staff and community members will collaborate to teach the whole child and develop involved, self-reflective learners. Solid literacy, mathematics, and science skills will prepare our graduates for future challenges including high school and college and career ready.
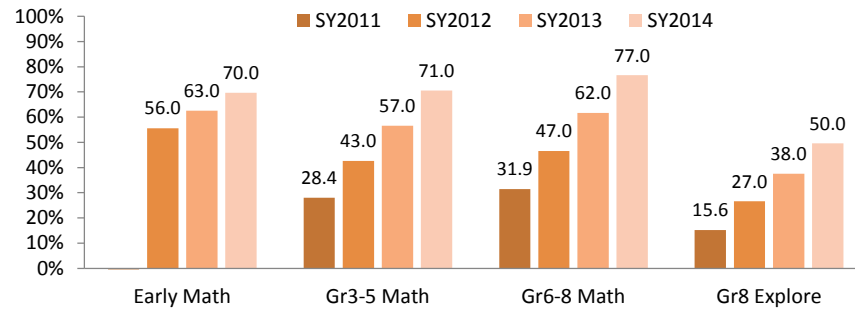
Strategic Priorities

1. Meet school performance targets in Literacy by delivering rigorous, high quaility curriculum aligned to Common Core and State Standards across all grades.

2. Meet school performance targets in Math by delivering rigorous, high quality curriculum aligned to Common Core and State Standards across all grades.

3. Improve student attendance to 96% and teacher attendance to 97%.

4. Create a school-wide system of routines, procedures, and monitoring that fosters a culture and climate that supports college and career ready students.

School Performance Goals

Literacy Performance Goals

SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	49.0	57.0	64.0	72.0
Gr3-5 Reading	33.1	39.0	45.0	51.0
Gr6-8 Reading	36.3	43.0	51.0	58.0
Gr8 Explore	11.1	22.0	33.0	44.0

Math Performance Goals

SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		56.0	63.0	70.0
Gr3-5 Math	28.4	43.0	57.0	71.0
Gr6-8 Math	31.9	47.0	62.0	77.0
Gr8 Explore	15.6	27.0	38.0	50.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Charles Sumner Math & Science Community Acad ES

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
W. Delores Robinson	Principal
Roselle Goldstein	Assistant Principal
Susan Park	Classroom Teacher
Chantal Muzzall	Counselor/Case Manager
Jackie Karrem	Classroom Teacher
Carla Micheletto	Classroom Teacher
Cordelia Parker	Special Education Faculty
Ernest Profit	LSC Member
Lori Mitchell	Support Staff
Lydia Thomas	Parent/ Guardian

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	49.0	57.0	64.0	72.0		**Early Math** % of students at Benchmark on mClass	NDA	56.0	63.0	70.0

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.1	39.0	45.0	51.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	28.4	43.0	57.0	71.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.0	57.0	60.0	63.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.7	68.0	81.0	93.0

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.3	43.0	51.0	58.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.9	47.0	62.0	77.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.4	74.0	79.0	83.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.3	66.0	69.0	71.0

8th Grade										
Explore - Reading % of students at college readiness benchmark	11.1	22.0	33.0	44.0		**Explore - Math** % of students at college readiness benchmark	15.6	27.0	38.0	50.0

2012-2014 Continuous Improvement Work Plan

Charles Sumner Math & Science Community Acad ES

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	93.9	95.0	96.0	97.0	**Misconducts** Rate of Misconducts (any) per 100	12.3	10.0	9.0	8.0

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	70.5	80.0	83.0	86.0		**ISAT - Reading** % of students exceeding state standards	9.7	20.0	23.0	26.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.8	80.0	83.0	86.0		**ISAT - Mathematics** % of students exceeding state standards	13.1	20.0	23.0	26.0
ISAT - Science % of students meeting or exceeding state standards	72.4	80.0	83.0	86.0		**ISAT - Science** % of students exceeding state standards	8.2	20.0	23.0	26.0

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
Goals and theory of action		--->	**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	*The school has clearly articulated achievement goals that use data to set a course of action that will drive decisions that will drive teacher instruction; increase academic rigor and expectations by elevating content level and supporting and guiding students through feedback; focus on student achievement and growth by enhancing the overall effectiveness of the teachers; and monitor and recognize student attendance in order to impact student achievement. *The school has analyzed data to develop a clear, strategic plan which is based on a theory of action that articulates key levers along with the anticipated impact on student achievement.	
Principal Leadership		--->	**3**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	*Professional learning is focused on network initiatives through school-wide professional development sessions. *Principal clarifies a vision for best instructional practice to the staff by reviewing school-wide as well as individual classroom data and communicating high expectations for teacher instruction and student achievement. *Principal establishes and nurtures a culture of clear expectations for high quality instruction which results in improved student achievement. *Principal consistently communicates with families through distribution of school newsletters, flyers, and phone calls regarding school-wide events, learning goals and school performance, and opportunities for parent involvement.	

DIMENSION 1: Leadership

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	*There is a lack of involvement from teachers beyond the core group that performs nearly all leadership duties in the school. *Decision making opportunities are provided to all teachers but few take advantage of those opportunities. *Teacher learning and expertise gained in professional learning activities are inconsistently shared.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	*The ILT is represented by administrative staff, classroom teachers in most grade levels, including critical areas of expertise in special education and counseling. *The ILT spends the majority of the time analyzing data in order to improve teaching and learning school-wide. *The ILT makes decisions regarding some professional development involving the whole staff but is inconsi in utilizing teacher team meetings. *The ILT emails to all staff weekly meeting addendas and action items to clearly communicate the decision-making processes and encourage participation in advancing the school's strategic focus. *The ILT has reflected upon its effectiveness and has taken actions to improve its weekly meetings. *The ILT consistently analyzes all current available data to assess student progress and needs in order to inform and adjust instructional practices.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	*The school analyzes data for state, district and classroom assessments (formative and summative) to identify student achievement gains towards school goals and areas of strength and weakness to inform/adjust instruction. This analysis of data occurs at the school level (ILT Meeting), some Teacher Team Meetings, and in each classroom.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	**Curriculum**	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	*Curriculur pacing/scope and sequence is determined by Network pacing guides (ARS 17; ASWD), CMSI Pacing for Math Trailblazers/Thematics, and instructional materials. *Individual teachers develop units of study around novels based on available resources, student interests, and related to content material. Some teachers share their developed units of study within their grade level/across grades. *All students are exposed to grade-appropriate complexity and with a heavy emphasis on fictional text. The use of non-fiction materials has improved within classrooms but there is a need for additional resources and consistent use across all grades. *Long term plans are currently not developed. Weekly lesson plans include differentiated small group instruction to ensure that students with disabilites, struggling readers and, students who are excelling receive core content skills and engagement in enrichment activities.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	*There is consistent core instructional materials at all grades that are supplmented by a variety of resources (Reading, Math, Science) in order to better align instructional materials to the standards. *Instruction include features that support students with varying levels of ability and instructional needs.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	*School-wide and classroom data is available to the ILT and teachers immediately. The consistent sharing and analyzing of the available data needs improvement. In addition, consistent monitoring of the teacher's student data is needed to ensure data is being used effectively to impact instructional decisions on a daily basis. *Each grade level administers the required district and Network assessments. The use of formative assessments to monitor student learning varies among grade levels. *Assessment methods include student work, written response, mutliple choice, fill-in the blank, true/false, and performance tasks that are aligned with state standards; but the use of a variety of these assessment methods vary across the grades. *Assessment accomodations and modifications are regulary implemented for students with disabiltlies. Most assessments used by general education teachers are the same for all students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	*There is inconsistent communication with students as it pertains to standards-based learning objectives, relevance of the learning, and connections across learning discplines. *Teachers use of questioning promotes student thinking, understanding, and engagement in the learning. Questions posed to students are representative of the ranges of Bloom's levels aimed at fostering critical thinking. *The lessons are sequenced to Network pacing guides and use of state Content Category Tables for reading, math, and science. *Most instruction is delivered whole group with varying opportunities to engage students in small group instruction and level of rigor across grades/classrooms varies. Scaffolding of instruction to ensure all students master standards is inconsistent across grades/classroom. *Formative assessments are utilized during instruction but the data that is collected is used to check for understanding but not necessarily used to adjust instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	*The school does not have a systematic approach to administering screening assessments other than those used by the clinicians on the IEP team. *The school uses NWEA measures of academic progress for grade 2-8 to identify particular skills gaps in reading and math. *Interventions include guided reading instruction, before and after school tutoring, and school-wide small group instruction for grades 3-8 for targeted instruction indentified through the use of the NWEA data. *There is no systematic approach to monitoring interventions at the school level.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	*School-wide staff professional development is scheduled to occur weekly and on designated professional development/teacher institutue days. Professional development is aligned to Network intiatives and analysis of data to evaluate student growth for areas of strength/weakness so adjustments can be made in classroom instruction. * Systematic monitoring of how learning from professional development is implemented in the classrooms is inconsistent.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	*Some Teacher Teams meet regularly and utilize the Teacher Team Meeting protocol to guide anaysis of data, discussion, and/or action plans. The Teacher Teams use the action items from the ILT meetings to prioritize each TT meeting. *Teachers have weekly opportunities to meet with their grade level team members. *Each teacher takes ownership for student learning. 34% of teachers report on the My School, My Voice Survey that teachers work well together and strive for excellence. *Teacher Teams are organized with general education and special education teachers but the consistency of the Teacher Team meetings in inconsistent. *Each Teacher Team is designed to have an ILT Member to assist with communication from ILT to TT and guide meetings to ensure protocols are followed. *The Teacher Team meeting protocol from the Network is utilized by the Teacher Teams that meet on a consistent basis.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	*Coaching is informal and currently no systemtic plan has been developed. *Support for new teachers comes from district-sponsored induction and a mentor who is typically a grade level team member. *Professional Development mainly consists of Network initiatives and school priority goals. Teachers are encouraged to seek professional development based on their expertise and/or needs that will aid them in improving their instructional practices. *Teachers occasionally receive feedback to support their individual growth. *Peer observation and cross-classroom visitation is encouraged to further develop each teacher's instructional practices but there is no systematic plan for this type of professional learning.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	--->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	*The school regularly reinforces high expectations for high school preparedness through classroom discussions and workshops facilitated by school counselor. 48% of parents on the My School, My Voice Survey reported that instruction is clear, challenging, and engaging. *The school counselor has conducted workshops on preparing 7th/8th grade students for high school so that they are better able to get into their college of choice. *At Report Card Pick-Up, the school counselor facilitated a CPS sponsored parent workshop aimed at helping 6th grade students plan and prepare for high school and college. *The school established a brief partnership with Malcolm X College to prepare 7th/8th grade students for high school and college through their TRIO Program.	
	Relationships	--->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	*Some students form ongoing bonds with some adult adovocates. *Patterns of interaction between adults and student and among students are inconsistent. *Most special education students are in self-contained classrooms with some inclusion in general education classrooms for content areas and resource classes. *Students home language and culture are valued in their classroom experiences.	
	Behavior& Safety	--->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	*The school lacks a common, consistent, school-wide approach to student discpline. *School lacks school-wide consistent interventions strategies to improve student behavior. *Staff establishes and attempts to maintain a safe, welcoming school environment. However, students behaviors occasionally lead to situations that are inconducive to learning. 41% of students report on the My School, My Voice Survey that they feel safe and that the school is successfully managing behavior.	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	*Principal provided information to parents about schools performance through distrubution with school report cards as well as providing opportunities for deeper review and discussion at parent meetings (PAC, LSC, Open House, Report Card Pick-Up). *At the beginning of the year, each teacher sends home a welcome letter to parents that includes details about plans for instruction. *When families need to transistions, parents are given information about CPS schools in the area that they are moving.	
Ongoing communication	-->		**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	*Teachers and other school staff engage in regular, two-way communication with families through phone calls home, flyers, in-person conferences, quarterly progress reports, Report Card Pick-Up, LSC and PAC meetings. *In the beginning of the year, teachers send student interest surveys home to learn more about each student.	
Bonding	-->		**2**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	*The school environment is welcoming and non-threatening to families and communities. 44% of parents report on the My School, My Voice survey that the school is safe, demanding, and supportive. *Family and community members have opportunities to participate in engaging activities within the school such as Back to School Bash, Literacy and/or Science Night, and parent workshops during Saturday School and in the summer. 48% of parents report on the My School, My Voice Survey that they feel engaged with their school and 27% of parents feel that the school partners with families and communities.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

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
	Specialized support	--->		**2**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	*School provides required services to students within the school building during typical school hours. In cases when students are unable to attend school due to illness/surgery, instructional support is provided through Home Bound.	
N 6: College and Career Readiness Supports	***College & Career Exploration and election***	--->		**1**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	*School does not provide information about college or career choices. *School neglected to continue career day and implement opportunities for students to understand what it means to be college and career ready.	
	Academic Planning	--->		**1**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	*The school does not provide information about academic planning for college and career choices. *School neglected to continue career day and implement opportunities for students to understand what it means to be college and career ready.	
	Enrichment & Extracurricular Engagement	--->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	*Extra curricular activities exist but are limited to sports. There is limited alignment with their strengths, needs, and interests. *In the 21st Century Community Learning Center, enrichment and extracurricular activities are provided to students in the areas of reading, science, math, writing, dance, drums, bongos, and theater.	

Date Stamp November 22, 2012

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
College & Career Assessments	-->		**2**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	*8th grade students complete the career interest survey that is part of the Explorer Assessment. Beyond that, students do not participate in College and Career Ready Assessments.	
College & Career Admissions and Affordability	-->		
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	DNA	
Transitions	-->		**2**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	*The school only supports transitions between key grades such as Kindergarten, at each "benchmark grade", and from 8th to 9th with the required mininum paperwork/information.	

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Date Stamp November 22, 2012

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
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	*School aligns discretionary funds with identified needs and strategic priorities. *School has established partnerships (Quiet Storm, 21st CCLC, World Vision) to help meet student and staff needs. *School uses funds to purchase resources that will impact student learning and achievement so that they are college and career ready.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	*Hiring ususally occurs after a vacancy is identified. *Most applicants have little to no connection to the school. *The hiring process ususally consists of an interview with principal, assistant principal, or a team from the school. Interviewees are asked to demonstrate their knowledge or skill through a model lesson. *Most grade/course teams are organized to include knowledge and expertise.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	*School schedule is designed based on the number of minutes per subject/course but at certain points of the year, modifications are made to better meet students needs and growth goals. *The school schedule allows for collaboration in teacher teams but most teachers opt to meet before/after school. *Intervention for struggling students happen at the discretion of individual teachers and may occur during and/or before/after school.	

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 is to create a rigorous, supportive, and challenging learning environment where teachers engage all students to improve academically. Staff and community members will collaborate to teach the whole child and develop involved, self-reflective learners. Solid literacy, mathematics, and science skills will prepare our graduates for future challenges including high school and college and career ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Meet school performance targets in Literacy by delivering rigorous, high quality curriculum aligned to Common Core and State Standards across all grades.	We need to implement a rigorous, high quality literacy curriculum as we have less than 50% of our students at/or above grade level on DIBELS/NWEA/Explore. Additionally, less than 51% of our students did not meet their growth targets on NWEA.
2	Meet school performance targets in Math by delivering rigorous, high quality curriculum aligned to Common Core and State Standards across all grades.	We need to implement a rigorous, high quality math curriculum as we have less than 32% of our students at/or above grade level on NWEA/Explore. Additionally, less than 60% of our students did not meet their growth targets on NWEA.
3	Improve student attendance to 96% and teacher attendance to 97%.	Student attendance is below 94%. Teacher attendance is below 97%. By maximizing attendance this will provide consistent instructional opportunities delivered by high quality staff.
4	Create a school-wide system of routines, procedures, and monitoring that fosters a culture and climate that supports college and career ready students.	The school has provided few opportunities for college and career experiences for students. The lack of a school-wide system of monitoring the consistent implementation of school rules, routines, and procedures has created a culture and climate not conducive to college and career ready students.
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2012-2014 Continuous Improvement Work Plan

Charles Sumner Math & Science Community Acad ES

CHICAGO PUBLIC SCHOOLS | CPS

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
Meet school performance targets in Literacy by delivering rigorous, high quality curriculum aligned to Common Core and State Standards across all grades.	We need to implement a rigorous, high quality literacy curriculum as we have less than 50% of our students at/or above grade level on DIBELS/NWEA/Explore. Additionally, less than 51% of our students did not meet their growth targets on NWEA.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade band	Professional Development	All	Principal/ILT/Teacher Leaders	Summer 2012	On-going		
Assess the current instructional materials to determine the alignment with Common Core Standards; and invest in rigorous materials, complex text	Instructional Materials	All	Principal/ILT	Summer 2012	Year 2		
Weekly Teacher Team Meetings focused on analysis of all available data to guide instructional decisions.	ILT/ Teacher Teams	All	Principal/Teacher Teams	Quarter 1	On-going		
Implementation of small group instruction in the classroom and identified students for pull-out.	Instruction	All	Administration/ Teachers	Quarter 1	On-going		
Continued use of Achieve 3000 and Odyssey to meet each student's indvidualized needs and yearly goals.	Instructional Materials	All	Administration/ 2nd-8th gradeTeachers	Quarter 1	Quarter 4		
Continued implementation of Reading Workshop Framework to support independent reading and small group instruction.	Instruction	All	Teachers	Quarter 1	On-going		
Continued implmentation of Saturday School to provide identified students the opportunity to achieve at the maximum levels prossible on NWEA/ ISAT/EXPLORE	After School/ Extended Day	Other student group	Principal/Teachers/Staff	Quarter 2	Quarter 3		
Continue implementation of ARS 17 for grades 3rd-8th based on Network's pacing for instruction and assessment of skills. In addition, data analyzed will guide instructional decisions.	Instruction	All	3rd-8th grade Teachers	Quarter 1	Quarter 4		
Continue implementation of ASWD for grade K-2 based on Network's pacing for instruction and assessment of weekly sight words. In addition, data analyzed will guide instructional decisions.	Instruction	All	K-2nd grade Teachers	Quarter 1	On-going		

2012-2014 Continuous Improvement Work Plan

Charles Sumner Math & Science Community Acad ES

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

Assess K-2 students using DIBELS and TRC (Benchmarks and Progress Montoring) to determine fluency levels and independent reading levels to form instructional groups based on student needs.	Instruction	All	K-2nd grade Teachers	Quarter 1	On-going		
Assess students in 2nd-8th using NWEA to determine students strengths, weaknesses, and reading levels in order to inform instruction and small groups within the classroom. In addition, data will be analyzed to set goals for individual students and classrooms.	Instruction	All	2nd-8th grade Teachers	Quarter 1	On-going		
K-2 teachers will continue the use of daily implementatin of Haggerty phonemic awareness, Sing, Spell, Read, and Write, and phonics instruction to improve upon foundation literacy skills.	Instruction	All	K-2nd grade Teachers	Quarter 1	On-going		
Data driven Monthly Professional development focused on areas of need for teachers and students.	Professional Development	All	Principal/ILT	Summer 2012	On-going		

Date Stamp November 22, 2012

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
Meet school performance targets in Math by delivering rigorous, high quality curriculum aligned to Common Core and State Standards across all grades.	We need to implement a rigorous, high quality math curriculum as we have less than 32% of our students at/or above grade level on NWEA/Explore. Additionally, less than 60% of our students did not meet their growth targets on NWEA.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess the current math curriculum to determine skills that are not currently addressed and determine how to support/include these skills across the grades within daily instruction.	Instructional Materials	All	K-8th grade teachers	Summer 2012	Year 2		
Data driven Monthly Professional development focused on areas of need for teachers and students.	Professional Development	All	Principal/ILT	Quarter 1	On-going		
Weekly Teacher Team Meetings focused on analysis of all available data to guide instructional decisions.	ILT/ Teacher Teams	All	Principal/ILT	Quarter 1	On-going		
Teacher develop assessmens tools to measure and analyze student mastery of skills/concepts being taught.	Instructional Materials	All	Principal/K-8th grade teachers	Quarter 1	On-going		
Continued use of Odyssey to meet each student's indvidualized needs and yearly goals	Instructional Materials	All	Administration/ 2nd-8th gradeTeachers	Quarter 1	Quarter 4		
Continued implmentation of Saturday School to provide identified students the opportunity to achieve at the maximum levels prossible on NWEA/ ISAT/EXPLORE	After School/ Extended Day	Other student group	Principal/Teachers/Staff	Quarter 2	Quarter 3		
Assess K-2 students using Mclass Math (Benchmarks and Progress Monitoring) to determine students strengths and weaknesses to inform instructional decisions and small groups within the classroom.	Instruction	All	K-2nd grade Teachers	Quarter 1	On-going		
Assess students in 2nd-8th using NWEA to determine students strengths and weaknesses in order to inform instruction and small groups within the classroom. In addition, data will be analyzed to set goals for individual students and classrooms.	Instruction	All	2nd-8th grade Teachers	Quarter 1	On-going		

Strategic Priority 2

Assess 3rd-8th grade students using AMAT 5 week assessments to determine mastery of skills being taught based on the CMSI pacing guide. In addition, data will be analyzed to inform instruction, reteaching, and small groups.	Instruction	All	3rd-8th grade Teachers	Quarter 1	Quarter 4		
Professional development for implementing Common Core aligned math instruction delivered by teacher leaders to each grade band	Professional Development	All	Principal/ILT/Teacher Leaders	Summer 2012	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
Improve student attendance to 96% and teacher attendance to 97%.	Student attendance is below 94%. Teacher attendance is below 97%. By maximizing attendance this will provide consistent instructional opportunities delivered by high quality staff.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Daily communication to the homes of absentees.	Other	Other student group	Assistant Principal	Quarter 1	Year 2		
Daily Incentives to promote perfect attandance	Other	All	Assistant Principal	Quarter 1	Year 2		
Posting of weekly and monthly attendance averages for each classroom.	Other	All	Assistant Principal	Quarter 1	Year 2		
Quarterly posting of perfect attendance students	Other	All	Assistant Principal	Quarter 1	Year 2		
Organized monitoring system of absence students to track attendance and contact information	Other	All	Assistant Principal	Quarter 1	Year 2		

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
Create a school-wide system of routines, procedures, and monitoring that fosters a culture and climate that supports college and career ready students.	The school has provided few opportunities for college and career experiences for students. The lack of a school-wide system of monitoring the consistent implementation of school rules, routines, and procedures has created a culture and climate not conducive to college and career ready students.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct a planning meeting to develop a school-wide system of routines and procedures. In addition, a monitoring system for students and teachers as it relates to the implementation of school rules, routines, and procedures.	Other	All	Administration/ Teachers/Staff	Summer 2012	Summer 2013		
Opening Meeting to be held,in August, to communicate to all teachers and staff the school-wide system of routines, procedures, and monitoring. Communication to students on first day of school the school-wide system of rules, routines, and procedures.	Other	All	Administration	Quarter 1	Quarter 1		
Consistent implementation of monitoring system for students and teachers.	Other	All	Administration/ Teachers	Quarter 1	On-going		
Quarterly Meetings to assess the effectiveness of the school-wide monitoring system of routines and procedures.	Other	All	Administration/ Teachers	Quarter 1	On-going		
Monthly acknowledgement of positive student behavior.	Other	All	Teachers	Quarter 1	On-going		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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