



2012-2014 Continuous Improvement Work Plan

James Wadsworth Elementary School

Burnham Park Elementary Network

6420 S University Ave Chicago, IL 60637

ISBE ID: 150162990252498

School ID: 610213

Oracle ID: 25711



Mission Statement

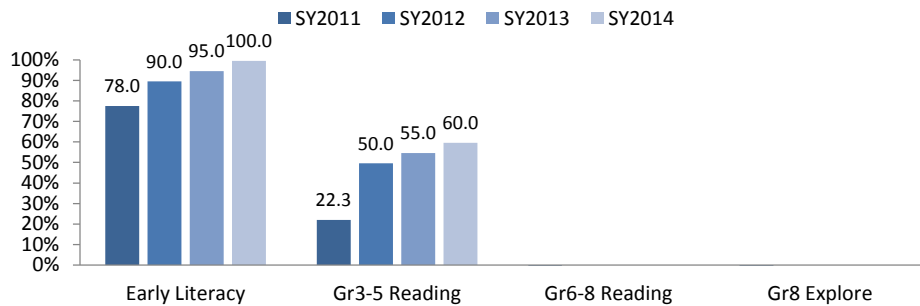
Our mission is to prepare students to be academically competitive, socially conscious, technologically literate, and effective communicators. We will achieve this mission by using an interdisciplinary approach with an emphasis on mathematics and science. As a learning community, we will strive for excellence and to prepare all of our students to be college and career ready.

Strategic Priorities

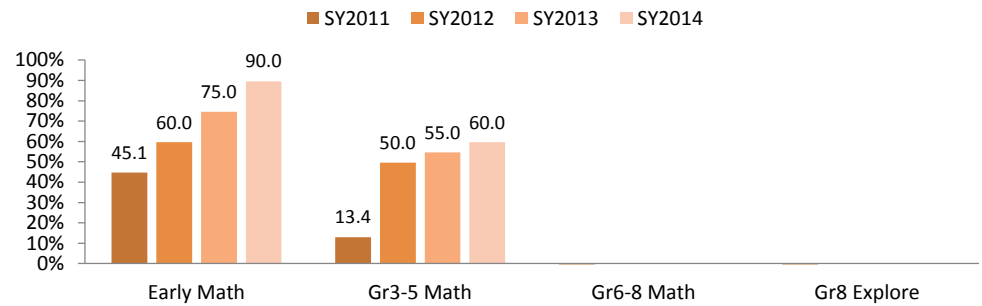
1. Provide guided math instruction to students identified on beginning of year screeners and monitor progress.
2. Teachers will effectively use PBIS as part of a school wide positive behavior support model.
3. Provide guided reading instruction to students identified on beginning of year screeners and monitor progress.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	James Wadsworth 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
Velma Cooksey	Principal
Duane Turner	Assistant Principal
Cynthia Ward	Classroom Teacher
Michelle Warden	Classroom Teacher
Tarita Jordan	Support Staff
Pamela Jernigan	LSC Member
Bonnie Anderson	Community Member
Ravin Samuels	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	78.0	90.0	95.0	100.0		Early Math % of students at Benchmark on mClass	45.1	60.0	75.0	90.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.3	50.0	55.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	13.4	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.6	65.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	35.6	50.0	60.0	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.2	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	8.0	8.0	8.0	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	49.5	60.0	70.0	80.0		ISAT - Reading % of students exceeding state standards	5.4	10.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	57.7	70.0	75.0	80.0		ISAT - Mathematics % of students exceeding state standards	5.4	10.0	15.0	20.0
ISAT - Science % of students meeting or exceeding state standards	55.3	60.0	65.0	70.0		ISAT - Science % of students exceeding state standards	5.3	10.0	15.0	20.0

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. 	School progress report from SY 2011 shows that 13.4 % of the students in math, and 22% of the students in reading are performing at or above grade level. 60% are meeting their growth targets in reading, and 35% are meeting growth targets.		
Principal Leadership ----->				2	
<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. 	Classroom observations by administration reveal lack of consistency from classroom to classroom. Teachers are teaching independently and not as a member of a Professional Learning Community.			

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>2</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Attendance at Teacher Team meetings after-school and beyond the regular schoold day are poorly attended. Same teachers are trying to lead professional development.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			2
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The instructional leadership team meets regularly, at least every other week and often twice a week when working on special projects. Primary, intermediate, and special education teachers are represented on the ILT. The team has been assembled on the basis of knowledge, experience, and expertise. The teacher ILT members are inconsistently sharing and leading in their team meetings following ILT meetings. ILT members do bring back team members concerns but not usually in writing in the form of formal minutes. The ILT analyzes data as a team to identify school-wide trends and needs. The ILT has not effectively moved to the next step of forming tightly related plans of action.</p>	
<p>Monitoring and adjusting -----></p>			2
<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>The school analyzes the data for Scantron and STEP after each assessment and teachers form their learning groups based on this analysis. This is not done consistently between benchmark assessments on an ongoing basis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<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>lesson plans often contain a weekly focus. Very few units are submitted to the Principal. Scope and sequence is determined by the individual teacher and the information provided in the teacher materials. Pacing is sometimes inconsistent with suggested calendar. Text used for instruction exposes some students to grade-appropriate rigor but non-fiction needs to be emphasized more.</p>	
	Instructional materials ----->			1
	<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>Materials vary in their implementation among grade level teams for Everyday Math and Storytown. Teacher teams are improving in their use of data to determine instructional strategies during meetings, but it still remains a work in progress. Evidence suggests that assessments used in the classroom does not always provide a clear picture of student learning and what are the next steps.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide, teacher team, and disaggregated data is organized and available to all who need it immediately after each assessment. Grade level teams have a variety of assessments available - screening, diagnostic, benchmark, formative, and summative - to monitor student learning on a frequent basis. Assessments don't always take into account learner needs.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Communication of the learning objective is inconsistent. Objectives are contained within the teachers individual plans, but is not consistently made clear during classroom instruction. Directions, procedures, and relevance of learning activities is not always explicit.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			1
	<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>ISAT data shows that we have a growing population of students in the Academic Warning and Below Standards categories in Math. We also have approximately 50% of our students in the Below or Academic Warning categories in Reading. Professional development on customized intervention strategies for staff along with more effective monitoring systems are in the process of being developed and implemented.</p>	
	Whole staff professional development ----->			1
	<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 occurs on a weekly basis that are aligned to current district priorities as well as our current SIPAAA. Based upon the key levels outlined in our theory of action, we have followed a year-long professional development process for SY 2011-2012. We are in the process of developing a monitoring system that goes beyond quarterly assessment data.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			1
	<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 on a weekly basis, but teacher ownership/leadership in the areas of analysis of student work, developing action plans, and implementation must improve. Meeting activities/professional development will become more intentional and progressive. Professional Learning Communities will receive close monitoring from Administration on S.M.A.R.T goals and protocols for teacher led meetings.</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>Coaching and mentoring must become more differentiated based on staff variables such as student data by grade and subject, experience, and grade level. On size fits all approach is often used when coaching. We are developing a individualized teacher professional development calendar that will focus on year-long growth that focuses on strengths and areas of challenges.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>For SY 2011-2012, we had a school-wide career day that focused on being college and career ready. Staff members display their diplomas from college. In our pre-k - 5th school, we must begin tracking/mentoring our students all the way through college graduation. Common core standards will help increase rigor, but is important to develop a more college oriented culture with activities (college visits, seminars).</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>According to past student surveys, children feel a strong bond/nurturing environment with their teachers/staff. However, the school progress report indicates that parents rated our school average when assessing their engagement with the school and being satisfied with the environment. The level of professionalism/advocacy must become more consistent among the entire staff to prepare students for success at the college level.</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>Dashboard data shows that 20 students have been removed from the classroom this year, which is an increase of 7 students from the prior year with the SY 2011 -2012 still in progress. Furthermore, we have 2 students who have 3 misconducts (repeat offenders). According to school data, most of the misconduct reports are coming from specific grade levels/classrooms. School -wide norms have been in place since the first day of school, and the administration has assessed individual classrooms on PBIS effectiveness. Some classroom teachers have had more success than others in</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The Principal provides information to school families at a variety of events such as LSC, PAC, open house, report card conferences, parent workshops, WCPC meetings, etc. The events are well attended by parents with as many as 100 parents coming out to many activities. The leadership will continue to work on reaching a larger audience of parents as well as making school and student data more friendly. As evidenced by administration's review of student portfolios, quarterly grades, and assessments, we must continue to work on the alignment of all three areas. Additionally, clear standards for communication of standards/grading policy/expectations must improve.</p>	
	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. 	<p>A few teachers distribute monthly newsletters for students and parents. The Everyday Math series also has parent letters that are sent home to inform families how they can support their child at home. We also provide communication during family nites which are held quarterly and feature activities from our EDM and Storytown curriculum.</p>	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>We provide an open, family style environment with family nights, holiday musicals, science fair, open house, awards assemblies, etc. The parent survey indicates a rating of average for engagement and environment. Parents have taken more of a leadership role this year in planning our activities. We must continue to reach out to more parents and get them involved.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Service is provided upon request. Dashboard behavioral data indicates students and families need additional help. Early/proactive intervention is a necessity.	
	College & Career Exploration and election ----->			2
	<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. 	A career day was held in the fall. Teachers display college diplomas in their classrooms. College visits, parental workshops, scholarships are a work in progress that will be developed in partnership with the WCPC.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Tracking and career guidance must be provided for kindergarten through college graduation. Academic planning for college is typically parent driven.		
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. 	We offer a variety of afterschool programs that address academic and social/emotional needs (Helping hands, SES tutoring, Saturday school, Professional Dance Theater, Project Sincere, Science Club). Students are targeted based on analysis of a variety of data sets		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<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. 	What does this look like for kdg - 5th? Research and best practices models are needed at the school, network, and Promise Community level.	
	College & Career Admissions and Affordability ----->			2
	<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. 	N/A	
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. 	Transitions begin before the school year when teacher teams meet to plan instruction and continue throughout the year. Progress report data indicates 24 percent of students are meeting/or exceeding the standards on the winter Scantron results. However, 41 percent of students are meeting their growth targets. The data indicates that some students are making progress, but they are also below the standards. Clear expectations and accountability of PLC's by leadership are a must.	

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 ----->			2
	<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. 	Expenditure in fund#225 and 332 are used to support thr school-wide instructional program and priorities in the SIPAAA. However, increase in additional focus on college and career ready needs improvement	
	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. 	Whenever possible, teacher candidates are required to present a demonstration lesson in front of students. We also proactively seek out the input and recommendations from our colleagues about teacher and other staff candidates. A rubric based interview system will be operational shortly for all staff candidates.	
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 collaborative time is limited, and not all teachers will meet before/after school outside of the contractual hours. Planning periods are designed to allow common time. More intentional and strategic use of time during the day is needed.	

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 prepare students to be academically competitive, socially conscious, technologically literate, and effective communicators. We will achieve this mission by using an interdisciplinary approach with an emphasis on mathematics and science. As a learning community, we will strive for excellence and to prepare all of our students to be college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide guided math instruction to students identified on beginning of year screeners and monitor progress.	Our spring Scantron data shows that 45% of our students are meeting the standards in math. Specifically, spring Scantron data shows that our students need interventions in numbers & operation and algebra.
2	Teachers will effectively use PBIS as part of a school wide positive behavior support model.	With a high rate of office referrals due to excessive misconducts in the lunchroom and specific classrooms. We need to implement the PBIS consistently.
3	Provide guided reading instruction to students identified on beginning of year screeners and monitor progress.	Our spring Scantron data shows that 32% of our students are meeting the standards in reading. Specifically, spring Scantron data shows that additional interventions are needed in early literacy (independent, strategic, fluent, reading).
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
Provide guided math instruction to students identified on beginning of year screeners and monitor progress.	Our spring Scantron data shows that 45% of our students are meeting the standards in math. Specifically, spring Scantron data shows that our students need interventions in numbers & operation and algebra.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom, teachers will take the materials survey in survey monkey to inventory existing aligned Common Core State Standards and invest in supplemental nonfiction and leveled math text.	Instructional Materials	All	Teacher Teams and ILT	On-going			Texts selection and pricing are contingent upon District group pricing.
Order text sets to support increased nonfiction focus in every classroom	Instructional Materials	All	Teacher Teams and ILT	Summer 2012	On-going		To be purchased using funds 115 000311 119035
Conduct an audit for existing math literacy texts. Order grade leveled math texts	Instructional Materials	All	Teacher Teams and ILT	Summer 2012	On-going		To be purchased using funds 115 000311 119035
Conduct summer training on best ways to incorporate texts into unit planning	Professional Development	All	Teacher Teams and ILT	Summer 2012	On-going		Professional Development will be conducted by the Network Office and follow up sessions will be conducted at the local school site. Stipend to pay teachers during the summer will be paid by fund#225 000703 119015 51130 Teacher extended day
Collaborate with Network to develop a Professional Development Calendar for SY13 by August	Professional Development	All	Teacher Teams/ILT	Summer 2012	On-going		Professional Development provided by the Network for ILT
Principal will collaborate with the ILT Team and Teacher Team to develop a Calendar for the SY13 by September	Professional Development	All	Teacher Teams/ILT		On-going		Professional Development provided by the Principal and Teacher Teams. Sessions will be conducted during the 75 minutes Principal weekly professional development time frame
Principal will meet 1:1 with Teachers to establish professional learning goals	Instruction	All	Principals	Summer 2012	On-going		Principal will create a schedule to meet with teachers individually during the summer. Goals and action plans for the first quarter will be established. Inventory of teacher needs will also be established and a plan for support will be put into place
Principal will collaborate with Network Office to request support and guidance on best practices	Instruction		Principals	Summer 2012	On-going		Build Principal content and process expertise though Network and Citywide opportunities



Strategic Priority 1							
Follow-up session for best ways to incorporate texts into unit planning	Professional Development	All	ILT	Summer 2012			ILT will meet to discuss strategy for the first quarter for CCSS implementation in both reading and math. Teachers will be paid a stipend using funds from 000703 119015 51500 (bucket#449672)
ELA teacher leaders will deliver professional development on best practices in using CCSS	Instruction	All	Teacher Teams and ILT	Summer 2012	Quarter 1		Time will be set aside during the Principal
Grade-Level Teams will establish a Calendar SY13 for teacher directed professional development and self-selected topics	Instruction	All	Teacher Teams	Quarter 1	On-going		During grade-level team meetings starting after the 20th day of the SY13
Solicit feedback from ELA Leads and ILT for previous meetings	Other	All	Principal and Assistant Principal	On-going	On-going		Feedback will be used to formulate school-wide calendars and professional development topics
All teachers will attend professional development on retrofitting existing math materials to drive intentionality of Practice standards	Instruction	All	Teacher Teams	On-going	On-going		Teachers will participate in the EDM New and returning users workshop to ensure understanding of EDM as it relates to common core
Conduct an audit of existing math materials aligned to Common Core	Instructional Materials	All	Teacher Teams/ILT	Summer 2012	On-going		Pending districts approval, texts will be purchased using fund#115 000311 119035 53305
Evaluate use of texts in every classroom and monitor quarterly using the Framework for teaching during classroom observations	Instruction	All	Principal and Assistant Principal	On-going	On-going		Principal and Assistant Principal will develop a Calendar for Teacher Evaluation for the SY13
Monitor monthly professional development and debrief with teacher leaders	Instruction	All	Principal and Assistant Principal	On-going	On-going		to monitor implementation of CCSS in both reading and math
Update school-wide computer lab	Equipment/Technology	All	Principal	Summer 2012	On-going		Computers will be purchased to replace outdated dysfunctional computers. Technology is an integral part of implementing
Purchase software to support Common Core	Equipment/Technology	All	Principal	Summer 2012	On-going		Funds from 225 000703 119068 will be used to purchase new computers. Funds have also been set aside for Computer assisted instruction(CAI) to support Common Core
Ongoing team building, Admin, ILT, Teacher teams	Professional Development	Not Applicable	all	Summer 2012	On-going		



Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will effectively use PBIS as part of a school wide positive behavior support model.	With a high rate of office referrals due to excessive misconducts in the lunchroom and specific classrooms. We need to implement the PBIS consistently.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review Current membership of the PBIS Team	Instruction	All	Staff	Summer 2012	on-going		Re-establish a school climate leadership team representative of the full staff, including an administrator.
Provide Professional Development for current and new members	Instruction	All	Staff	Summer 2012	Quarter 1		Climate leadership team will attend professional development training for all members. Leadership team collects and assesses school-wide climate data, defines school-wide expectations, and develops lesson plan focus to communicate and teach school-wide expectations and specific policies for identified areas of improvement.
Communicate positive expectations to staff	Instruction	All	Staff	Quarter 1	On-going		Day 1 of the 2012 SY. Professional development, templates, tools, matrix, action plan, expectations, etc, provided.
Communicate positive expectations to students	Instruction	All	Staff	Quarter 1	On-going		PBIS Kickoff on first day of school, follow-up with monthly practice and quarterly awards assemblies.
Communicate positive expectations to parents	Instruction	All	LSC/PAC	Quarter 1	On-going		PBIS Kickoff on first day of school, follow-up with quarterly awards assemblies.
Use data from current year to target specific location	Parental Involvement	All	Staff	Summer 2012	On-going		Leadership team collects and assesses data and develops lesson plan focus to communicate and teach expectations and specific policies for identified areas of improvement.
Establish Procedures for teaching expected behavior	Instruction	All	Staff/parents	Summer 2012	On-going		Professional development, templates, tools, matrix, action plan, expectations, etc, provided.
Establish a meeting schedule for the PBIS Team	Professional Development	All	Staff	Summer 2012	Summer 2012		PBIS Team will develop a year long calendar



Strategic Priority 2

Establish Priorities for the 2012-2013 school year	Instruction	All	Staff	Summer 2012	Summer 2012	Leadership team collects and assesses school-wide climate data, defines school-wide expectations, and develops lesson plan focus to communicate and teach school-wide expectations and specific policies for identified areas of improvement.
Establish Procedures for ongoing monitoring and evaluation	Instruction	All	Staff/PBIS Team	Summer 2012	Summer 2012	PBIS team will develop SWIS procedures from PBIS
Collect data on a weekly basis use results to create and maintain a calm culture	Instruction	Not Applicable	Administration	On-going	On-going	PBIS Team and teachers will collaborate. Weekly teacher team meetings to analyze data and determine action plan.
Provide positive feedback	Instruction	All	Administration	On-going	On-going	Occurs on a daily, weekly, and monthly basis
Reward Positive behavior	Instruction	All	Administration	On-going	On-going	Occurs on a daily, weekly, and monthly basis. Purchase incentives from 115-000311-11103053405 (\$4000).
Establish a school-wide calendar for celebrations	ILT/ Teacher Teams	All	PBIS team	Summer 2012	Summer 2012	Leadership team will form a committee during the summer of 2012 to plan and write year-long calendar
Leadership team establishes a staff acknowledgement plan to encourage and celebrate staff buy in and consistent buy in.	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going	Need to purchase incentives for staff.



Strategic Priority 3							

