



Ludwig Van Beethoven Elementary School

Burnham Park Elementary Network
25 W 47th St Chicago, IL 60609
ISBE ID: 150162990252079
School ID: 610237
Oracle ID: 25931



Mission Statement

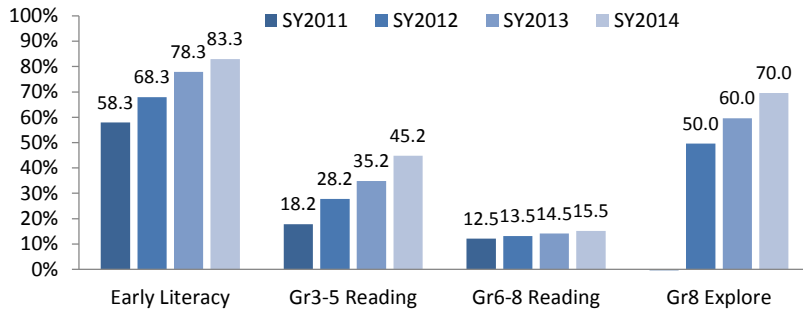
The mission of Beethoven Elementary School is to provide an academic program that supports all students' literacy learning. We are committed to providing high quality reading instructions with modifications where necessary that develops all students' abilities as creative thinkers in Math & Science.

Strategic Priorities

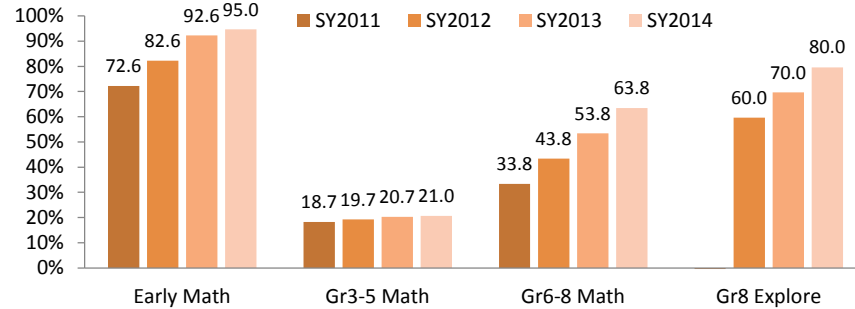
1. To increase the percentages of 3-5th grade students, at or above grade level on NWEA from 18.2% to 28% in Reading, Beethoven will provide focused learning activities centered on CCSS.
2. To increase the percentages of 3-5th grade level students at or above grade level on NWEA from 18.7% to 28% in Math, Beethoven will provide focused learning activities centered on CCSS.
3. Based on BOY and EOY data obtained from a standardized assessment, students in grades K-2 will increase their scaled score by a minimum of 25% in Reading and Math through strategically focused instructions.
4. To increase parent participation in school wide activities and organizations, Beethoven will begin by conducting a needs survey applicable to our target population and the schools' needs.
5. To increase school wide behavioral program that provides students with social & emotional support: identify and obtain social/emotional support, identify students that exhibit behaviors that hinder their and others progress (academically and emotionally), PD for staff on adolescent behavior and classroom management.

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:

Ludwig Van Beethoven 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 |
|---------------------|---------------------------|
| Shirrie T. Jackson | Principal |
| Valoree Harrington | Assistant Principal |
| Beverly Tatum | Assessment/Data Faculty |
| Omega Clark | Classroom Teacher |
| Chyrisse Bailey | Special Education Faculty |
| Beatrice Golden | Counselor/Case Manager |
| Brunetta Washington | Classroom Teacher |
| Sam Washington | LSC Member |
| Ethel Southern | Support Staff |
| | |
| | |
| | |

Elementary Goal Setting

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

Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | 58.3 | 68.3 | 78.3 | 83.3 | | Early Math % of students at Benchmark on mClass | 72.6 | 82.6 | 92.6 | 95.0 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 18.2 | 28.2 | 35.2 | 45.2 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 18.7 | 19.7 | 20.7 | 21.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 43.1 | 53.1 | 63.1 | 73.1 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 44.2 | 54.2 | 64.2 | 74.2 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 12.5 | 13.5 | 14.5 | 15.5 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 33.8 | 43.8 | 53.8 | 63.8 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 39.2 | 49.2 | 59.2 | 69.2 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 54.5 | 64.5 | 74.5 | 84.5 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | NDA | 50.0 | 60.0 | 70.0 | | Explore - Math % of students at college readiness benchmark | NDA | 60.0 | 70.0 | 80.0 |

Elementary Goal Setting

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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 | 93.7 | 95.0 | 97.0 | 97.5 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 11.4 | 9.0 | 7.4 | 6.4 |

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 | 58.5 | 63.5 | 68.5 | 70.0 | | ISAT - Reading % of students exceeding state standards | 4.0 | 5.0 | 7.0 | 10.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 68.7 | 74.0 | 75.0 | 80.0 | | ISAT - Mathematics % of students exceeding state standards | 16.5 | 17.0 | 18.0 | 20.0 |
| ISAT - Science % of students meeting or exceeding state standards | 65.9 | 67.0 | 70.0 | 75.0 | | ISAT - Science % of students exceeding state standards | 15.9 | 16.0 | 17.0 | 19.0 |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|--|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | 2 |
| | <ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. | <ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | <p>Beethoven has established clear, measurable and attainable goals geared toward developing students who have a solid foundation on which to build. This will ensure that all graduates are adequately prepared to tackle the world that lies before them whether it is career or college focused. Beethoven has established a clear theory of action aligned to help the school strategically and effectively meet its goals through continually analyzing the data that drives instruction.</p> | |
| | 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. | <p>Principal creates an atmosphere of collaborative learning where teachers are focused on student's needs, improving teacher practices and student outcomes. Principal facilitates the process as teachers collaborate through common grade level meetings, share best practices and hold each other accountable for achieving student learning within their grades.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Teacher Leadership -----> | | | 2 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <p>Each teacher is invested in the school's vision and mission. They are active participants in professional development/staff meetings geared toward strengthening their professional growth. Other meetings include: ILT/TT meetings, Common Grade Level, RTI/ LRE meetings, CIWP, Calm Culture, Social Committee and TAP. Each teacher uses Bloom's Taxonomy to develop a wide range of appropriate yet challenging questioning techniques that serve to promote higher level student thinking and understanding. Each teacher stresses high expectations for achievement and holds student to rigorous performing standards.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Instructional Leadership Team (ILT) | | | 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 school's ILT members are composed of a range of professionals that bring their area of expertise to weekly meetings to discuss the progress of the school toward reaching goals, and the effectiveness of the tools in place. ILT team members are engaged in regular discussions centered around the school's needs. Discussions are ongoing and include planning with a purpose, delivery of instruction, assessments and progress monitoring. Professional developments are derived as a desire to strengthen the instructional core and move the school forward.</p> | |
| Monitoring and adjusting | | | 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>Beethoven's ILT/TT meetings are focused on interpreting and evaluating data in order to target students/classrooms for interventions. Strategic support is provided and monitored in order to measure its effectiveness.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 2 |
| | <ul style="list-style-type: none"> • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need. | <ul style="list-style-type: none"> • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | <p>Each grade level team develops a year long curriculum map that defines when and what teachers should teach in core subject areas. The ILT team develops a year long strategy to attack the instruction of reading skills by determining which skills are taught weekly throughout the school.</p> <p>The curriculum each classroom uses is aligned to the standards as well as the units each teacher designs respectively. Strategically focused instruction is geared toward exposing the students to deficit areas and encompasses introducing new concepts in appropriate increments embedded with teacher led strategies. Differentiation is monitored weekly through the use of data programs purchased for student utilization during their weekly computer laboratory visits.</p> | |
| | Instructional materials -----> | | | 2 |
| | <ul style="list-style-type: none"> • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> • Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <p>Core instructional materials were recommended for use by CPS parent body and embodies leveled readers that support a non-fiction base while they support differentiated instruction as well, when/if used by teachers.</p> <p>Instructional materials do support general curriculum with differentiation for student learning needs.</p> <p>Core instructional materials have numerous parts that are used sparingly by respective teachers.</p> <p>Supplemental materials are greatly used during test prep modes.</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>Teacher and teacher teams are provided with classroom data after assessments so they may monitor and analyze the data. Teacher teams including the special education department collaborate on comprehensive assessments to ensure that they are aligned with the standards and meets the needs of all students.</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>Teachers understand the importance of making learning meaningful. Purposeful learning is expressed at the onset of a lesson and reiterated to its completion.</p> <p>Teachable moments are captured and pursued.</p> <p>All students are engaged in the learning process and encouraged to take ownership.</p> <p>Teachers utilize current data to drive their instructions. Critical decisions are made regularly to review, reinforce and/or reteach concepts/skills.</p> <p>Multi-sensory approach to teaching and learning incorporates the various needs and levels in the classroom allowing for individual/classroom success.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|---|------------|
| Professional Learning | Intervention -----> | | | 2 |
| | <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <p>Beethoven utilizes the results of standardized assessments to identify students that warrant interventional services in order to successfully master grade level academics. The school targets students and plan individualized lessons that aggressively attack skill gaps. Interventions include providing high quality instructions, balanced assessments and collaboration in conjunction with small group instruction, differentiated instruction, modifications and accommodations as necessary. Other interventions include teacher modeling, guided practice, independent practice with immediate feedback, explicit problem solving strategies, and computer assisted instruction and additional support in and out of the general educational setting.</p> | |
| | Whole staff professional development -----> | | | 2 |
| | <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <p>Staff professional development is planned at the end of the school year for the upcoming school year. Professional development is relevant to staff/school needs and varies from year to year. Meaningful feedback of professional developments are utilized for future planning. Strategic staff professional development is ongoing throughout the year and allows for school improvement planning and implementation.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|--------------|--|---|---|------------|
| DIMENSION 3: | Grade-level and/or course teams -----> | | | 2 |
| | <ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. | <ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. | <p>Teachers meet weekly in common grade level meetings to discuss current practices as it relates to delivery of instruction, student progress and evaluation. Teachers focus are on providing rigorous lessons that cultivate students into becoming analytical thinkers and problem solvers.</p> <p>Teacher Teams represent various grades and allow teachers opportunities to look at data in small groups to tackle specific areas.</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>Principal/ILT Team members identify staff who may benefit from additional support in and out of the classroom. Teachers are provided with individual support to address weaknesses ultimately improving teacher performance and learning opportunities for students.</p> <p>Teacher leaders are engaged in mentoring, peer coaching and collaborative school wide improvement.</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>Beethoven begins early exposing our students to college experiences. College tours provide students an opportunity to visit several colleges, to speak with college students and to help develop and guide appropriate career opportunities.</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>Beethoven believes it takes a village to raise a child. Students have caring and supportive staff members who mold and shape students into socially skilled and mature individuals.</p> <p>All students are taught to be fair and respect each other regardless of differences.</p> | |
| Behavior & Safety -----> | | | 2 | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|--|------------|
| <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>Beethoven strives to provide a peaceful environment where adults model behaviors that represent a community of civilized individuals. Students are expected to exhibit appropriate behavior and/or learn from their mistakes. Our school consistently seeks to establish a calm culture where students feel safe. Counselor/disciplinarian is available to help students through negative situations and to help students self-manage behaviors. The school continues to seek additional social/emotional support</p> | |

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|---|--|--|---|------------|
| NSION 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>Beethoven provides families with a Parent and Student Handbook which is a guide to helping students' school year to be productive and successful.</p> <p>Teachers provide parents with a grade appropriate classroom supply list including but not limited to suggested reading materials, activities and places to visit that enhance learning.</p> <p>Beethoven holds parents and students accountable to contributing to the learning process and to meeting the requirements necessary to advance.</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>Beethoven maintains ongoing communication to families through monthly newsletters, and other means as deemed necessary such as phone contact and/or conferences.</p> <p>Communication is perceived as a method of keeping parents abreast of information that is viable to maintaining a positive repoire with the school.</p> | |
| | Bonding -----> | | | 2 |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|-------------|---|---|--|------------|
| DIME | <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>Beethoven's staff operates as a family. Volunteers are encouraged to improve relationships and knowledge as it relates to school dynamics. The Beethoven family and community work cohesively to support students/staff in their endeavors and to celebrate their successes. Together we work hard to establish an environment where all stakeholders feel respected, valued and heard.</p> | |

School Effectiveness Framework

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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. | Beethoven partners with outside agencies such as Gatekeepers, Neighborhood Recovery Initiative (NRI) and Friends & Family Clinic which provide specialized support such as counseling, health and preventive care. The school continues to reach out for additional Social Emotional Support. | |
| | 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. | Beethoven exposes upper grade students to college tours as a way of getting students to begin thinking and preparing for their future aspirations at the elementary school level. | |
| Academic Planning -----> | | | 2 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | <p>The school is committed to providing early and continuous exposure to information, opportunities, and guidance necessary to make appropriate choices that are geared toward high school and college which will ensure the best and most efficient settings for career choices and aspirations.</p> <p>Students are assisted in completing applications, writing letters, and visiting of high schools of their choice.</p> <p>Academically selected students complete Algebra classes and after successful completion meet the high school criteria.</p> | | |
| Enrichment & Extracurricular Engagement -----> | | | 2 | |
| <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | <p>Extra curricular activities primarily exist school wide through projects centered around research.</p> <p>Some teachers create projects whereby parents make a significant input and share the learning with their child.</p> | | |

School Effectiveness Framework

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| | 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. | <p>Beethoven's special education students complete paper and pencil career inventories which help guide students through the process of making informed decisions toward future classes.</p> | |
| | College & Career Admissions and Affordability -----> | | | |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | <p>The school is committed to providing early and continuous exposure to information, opportunities, and guidance necessary to make appropriate choices that is geared toward high school and college which will ensure the best and most efficient settings for career choices and aspirations.</p> | |
| 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. | <p>Beethoven strategically plans for the transitioning of students to respective grades and classrooms. The school takes into consideration class sizes, individual students, and teacher qualities and makes decisions to support and foster effective classrooms.</p> | |

School Effectiveness Framework

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| | | 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. | Our school allocates discretionary funds to meet the expense needs of the school in the area of technology, programs (before & after school) materials including extra curriculum, assessments, and recreational programs. | | |
| | 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. | The school has an interview team that is composed of several teachers and administrators that review resumes, schedule interviews and participate in the interview process. The interview team members bring their area of expertise and candidates take part in a performance interview. Potential candidates are scored according to their experience, beliefs and performance. | | |
| Use of Time -----> | | | | 2 | |

School Effectiveness Framework

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| <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. | <p>Time management incorporates adequate time for teacher collaboration, planning and assessing on a weekly basis. Students are provided an opportunity to receive individual and small group assistance before, after school and during scheduled Saturday school programs.</p> | |

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

The mission of Beethoven Elementary School is to provide an academic program that supports all students' literacy learning. We are committed to providing high quality reading instructions with modifications where necessary that develops all students' abilities as creative thinkers in Math & Science.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | To increase the percentages of 3-5th grade students, at or above grade level on NWEA from 18.2% to 28% in Reading, Beethoven will provide focused learning activities centered on CCSS. | Based on the information derived from the School Report Card, the emphasis is on increasing student achievement by addressing the deficits that hinder academic progress in grades 3-5th. |
| 2 | To increase the percentages of 3-5th grade level students at or above grade level on NWEA from 18.7% to 28% in Math, Beethoven will provide focused learning activities centered on CCSS. | Based on the information derived from the School Report Card, the emphasis is on increasing student achievement by addressing the deficits that hinder academic progress in grades 3-5th. |
| 3 | Based on BOY and EOY data obtained from a standardized assessment, students in grades K-2 will increase their scaled score by a minimum of 25% in Reading and Math through strategically focused instructions. | Based on the lack of adequate and valid formative assessments, Beethoven focuses on identifying necessary tools to assist teachers in creating strategically focused instructions to increase reading and math skills in students K-2. |
| 4 | To increase parent participation in school wide activities and organizations, Beethoven will begin by conducting a needs survey applicable to our target population and the schools' needs. | Report card conferences, and school activities such as assemblies, family night and field trips have documented low parental support. |
| 5 | To increase school wide behavioral program that provides students with social & emotional support: identify and obtain social/emotional support, identify students that exhibit behaviors that hinder their and others progress (academically and emotionally), PD for staff on adolescent behavior and classroom management. | Anecdotal recordings, discipline referrals, and poor classroom management are indicators that intensive measures are warranted to ensure that Beethoven's school climate is peaceable, supportive and productive to the academic, social and emotional needs of all students. |

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 |
|---|---|
| To increase the percentages of 3-5th grade students, at or above grade level on NWEA from 18.2% to 28% in Reading, Beethoven will provide focused learning activities centered on CCSS. | Based on the information derived from the School Report Card, the emphasis is on increasing student achievement by addressing the deficits that hinder academic progress in grades 3-5th. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|--------------------------|---------------------|--------------------|-------------|-----------|--------|-----------------------|
| Teachers will target ten students in each classroom that will receive strategically focused lessons to address challenging areas of need identified in standardized assessments. | Instruction | Other student group | Teachers | Quarter 1 | On-going | | |
| Teachers will implement lessons aligned to CCSS to increase rigor and instructions | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Teachers will utilize Achieve 3000 computerized reading program that focuses on comprehending nonfiction text | Equipment/Technology | All | Teachers | Quarter 1 | On-going | | |
| School will identify curriculum administrator to support teachers | Staffing | Not Applicable | Principal | On-going | On-going | | |
| Teachers will review NWEA data to target students who are close to meets category. | ILT/ Teacher Teams | All | Teachers | Quarter 2 | Quarter 3 | | |
| Teachers will provide interventions and differentiated instructions based on Rit bands and other assessment data via small group | Instruction | All | Teachers | Quarter 2 | On-going | | |
| School will plan professional development goals for reading and Common Core standards | Professional Development | Not Applicable | Teachers/Principal | Summer 2012 | Quarter 1 | | |
| School will plan parent meetings to provide support and guidance for students who are struggling | Parental Involvement | Other student group | Teachers/Principal | Quarter 2 | On-going | | |
| Implement Common Core Reading standards at all grade levels | ILT/ Teacher Teams | All | Teachers | Quarter 1 | On-going | | |
| Purchase Lead 21 reading program for primary grade classrooms | Instructional Materials | Other student group | Principal | Summer 2012 | Quarter 1 | | |
| School will plan Family Reading Night to encourage and support reading | Parental Involvement | All | Teachers | Quarter 1 | Quarter 4 | | |
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Strategic Priority 1

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Strategic Priority 2

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Strategic Priority 4

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Strategic Priority 5

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