CIWP

2012-2014 Continuous Improvement Work Plan

Jackie Robinson Elementary School

Burnham Park Elementary Network

4225 S Lake Park Ave Chicago, IL 60653

ISBE ID: 150162990252724

School ID: 610256

Oracle ID: 26061

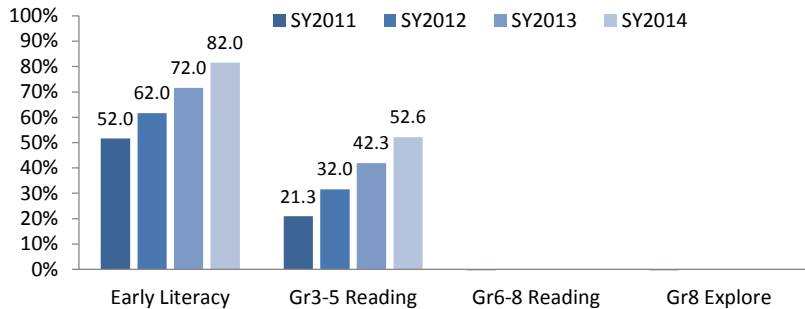CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission at Jackie Robinson is to create a community school centered on educating the whole child as they become active, creative, confident and strategic scholars.
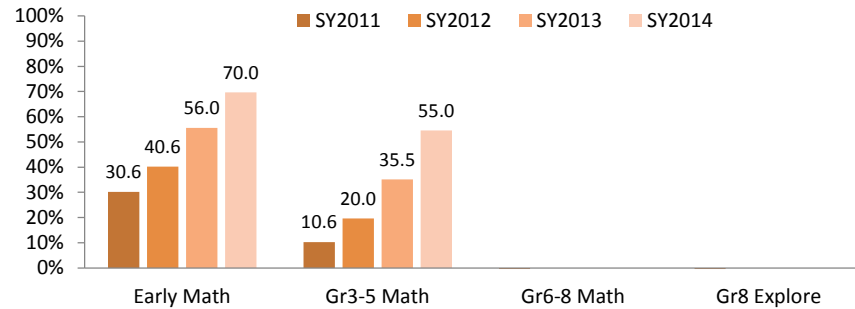
Strategic Priorities

1. Implement and monitor ELA and math curriculum, that reflects a Workshop Approach focused on independent reading, independent worktime and guided reading and math; instruction and assessments will be aligned to Common Core State Standards to increase student achievement and teacher instructional and professional capacity in

2. The PBIS team, administration and teachers will provide a sustainable RTI model that supports targeted interventions and enrichments in ELA and mathematics.

3. Provide a comprehensive Health and Wellness program to support students' social emotional development.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 52.0, 62.0, 72.0, 82.0
- Gr3-5 Reading: 21.3, 32.0, 42.3, 52.6
- Gr6-8 Reading
- Gr8 Explore

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 30.6, 40.6, 56.0, 70.0
- Gr3-5 Math: 10.6, 20.0, 35.5, 55.0
- Gr6-8 Math
- Gr8 Explore

Date Stamp November 22, 2012

CIWP

Continuous Improvement Work Plan
2012 - 2014

CHICAGO PUBLIC SCHOOLS | CPS

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Jackie Robinson 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
ANGELA FISHER	Classroom Teacher
KRISTIN GERMAN	Lead/ Resource Teacher
BONITA HILL	Counselor/Case Manager
ANITA HILL	Lead/ Resource Teacher
SHALONDA BRYANT TAYLOR	LSC Member
KATRINA LIAS	Parent/ Guardian
LORENZO YOUNG	Community Member
CANEAL RULE	Community Member
MERLTON GALLIARD	Parent/ Guardian
TRACIE DAVIS	Assistant Principal
SONJA SPILLER	Principal

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	52.0	62.0	72.0	82.0	**Early Math** % of students at Benchmark on mClass	30.6	40.6	56.0	70.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.3	32.0	42.3	52.6	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	10.6	20.0	35.5	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	39.1	50.0	60.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	26.1	40.0	55.0	70.0
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			

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	90.5	93.0	96.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	47.9	30.0	15.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	48.9	55.0	60.0	65.0		**ISAT - Reading** % of students exceeding state standards	6.4	7.0	10.0	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	52.2	57.0	62.0	65.0		**ISAT - Mathematics** % of students exceeding state standards	6.5	7.0	10.0	15.0
ISAT - Science % of students meeting or exceeding state standards	NDA					**ISAT - Science** % of students exceeding state standards	NDA			

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*	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	We have established a theory of action plan with three clear strategic goals focused on increasing teacher pedagogy through analyzing student work as a foundation for a lesson study using the Comprehension Stratgies Toolkit to increase student performance as strategic readers and increasing reading comprehension. We planned an action research using the Everyday Math curriculum in a cohesive manner to increase students' use of problem solving strategies. Some teachers now analyze student work and determine next steps for instruction. One challege for this process completely developing is inconsistent teacher attendance and participation for some teachers.	
	Principal Leadership	-->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Our school's school's learning is organized through whole staff development that focuses on literacy strategy instruction however the coaching cycle was interrupted. Our priorities are a clear part of our school's strategic goals and have been articulated during staff development session, weekly grade level meetings and during individual teacher meetings. Weekly grade level meetings focused on analyzing student work from Comprehension Toolkit Strategy lessons was consistent, however, our action research on the Everday Math curriculum has been inconsistent. Principal has created a professional learning culture that builds opportunities for teacher growth in content knowledge and leadership, however, there is a need for a system that supports teacher goal setting and evaluates teacher need. Such as teachers creating goal plans for themselves in partnership with the principal. Principal has initiated providing family nights, workshops and events but parental/family attendance has been low.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	While all teachers have the opportunity to take on leadership roles in the school and have voice in decision making only a core group of teachers choose to consistently contribute in a leadership capacity. Each teacher does participate on a school team (ILT, Grade Level, Gen./Sp. Ed. Collaborative, PBIS, CWIP, LSC, Social Committee, Union representative, Grant writer).	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Our ILT team is diverse. It consists of principal, assitant principal, physical education teacher, counselor, curriculum specialist, and first grade teacher. The ILT team sets the agenda for the grade-level meetings; it alternates its focus for meetings between PBIS, whole-staff PD, analyzing data, and reflection. The ILT team reflects on grade-level and special education collaborations to work toward improving teaching, learning and school goals.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	We analyze benchmark assessments, such as DIBELS, TRC, Mclass Math, and NWEA data. We have a schedule for analyzing classroom-based assessments, however, administering classroom-based assessments has been inconsistent due teacher absence.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	We use text that exposes students to grade-appropriate complexity. It is a mixture of fiction and non-fiction. The pacing/scope and sequence is determined by materials and individual teachers. The school hired a curriculum specialist, to support teachers through instructional coaching and increasing teacher pedagogy/capacity through analyzing student work and curriculum mapping. This process was interrupted due to consistently high levels of teacher absences and the need for the currirulum specialist to support substitute teachers and ensure instructional continuity for students.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	We have a wide range of materials that are aligned to standards, such as, Comprehension Toolkit, Words Their Way, Everyday Mathematics, Reading Street basal reader, Scholastic Classroom Libraries, Scholastic Guided Reading Collection, Voices, Lucy Calkins's Writer's Workshop, Linda Hoyt's Non-Fiction Writer's Workshop and FOSS science materials. These materials support students with disabilities, as well as the general curriculum. These resources provide multipule opportunities for differentiation.	

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.

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Teachers inconsistently bring classroom data to team meetings. Teachers complete the required district assessments, but there are gaps in the utilization of the other assessment tools available to them. For example, teacher have access, support, and training with MClass Math, but it is inconsistently used. Each classroom has a data box that ocntains a data folder for each student. Administrators and counselor periodically check the data boxes. There are assessments and modifications in place to assist studets with disabilities. Each grade level uses screening, benchmark, diagnostic, formative and summative assessments to monitor student learning. We have identified gaps in diagnostic assessments for literacy. In addition, assessments are not used frequently and consistently.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Some teachers clearly communicate the lesson objectives consistently by posting them and stating them throughout the lesson, but this is an inconsistent practice for all teachers. Teachers have been provided with professional development focused on Comprehension Strategies and differentiated instruction however some teachers still provide whole group instruction, questioning during read alouds and about various text is mostly lower level and assessment during instruction is inconsistent. We have implement weekly common planning and collaboration grade level meetings focused on Comprehension Strategies, analyzing student work from the Comprehension Toolkit strategy lessons and analyzing student data such as NWEA, TRC, DIBELS and Mclass Math and most recently unpacking the CCSS. The ILT will construct a plan for continuing to build administrator and teacher capacity on the CCSS and aligning our resources and curriculum.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	We have a systematic way to screen students and group them for intervention. Our intervention plan included using push-in for guided reading and pull-out for Leveled Literacy Intervention. Our intervention plan focused on literacy only. The ILT will work on a more comprehensive intervention plan to support students in reading, word study, writing and math. For the FY13 school year we will include as many stakeholders as possible and as appropriate to provide intervention and enrichment we will our train our NSP tutors to provide intervention, security guard to listen to students for fluency and provide sight-word drills. Other non-classroom staff will be trained or have a training refresher on the LLI, guided reading and math intervention. Our new partnership with Michigan State College of Education will provide us with student-teacher interns which teachers will train to provide intervention and one-on-one support.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Our whole-school PD is consistently aligned to the school's strategic goals. Whole group PD focused on what literacy instruction looks like at Robinson using the basal reader as an instructional tool, the effective use of the Comprehension Toolkit strategy lessons, using Everyday Math curriculum, games and tools consistently, analyzing student data, PBIS school-wide expectations, Health and Wellness (Yoga) practices. We implemented a method to monitor increased teacher capacity. Whole group PD connects to grade level/team meeting focuses. The principal hired a curriculum and instructional coach/specialist to provide instructional support through coaching. The ILT team will develop a plan to monitor the effects of all PD.	

Professional Learning (row label)

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Grade-level teachers meet each week to analyze the student work from the Comprehension Toolkit. We also planned to analyze how the use of the EDM games support student learning of the math content and strategies. The ILT will create a schedule for quarterly long term curriculum and lesson planning.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Robinson's teaching staff consist of experienced teachers with the minimum of 7-years of teaching experience. At the end of the 2010-11 school year administration and teachers participated in a learning walk to determine the coaching needs for the 2011-2012. as a result of the learning walk coaching needs were prioritized and a plan for meeting those needs was created.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture*	--->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	As a PreK-3 school, we set high expectations for our students. We use partners, such as Junior Achievement, Real Men Read, and NSP/University tutors. We are in the process of creating a plan to determine what college and career-readiness looks like in a PreK-3 school.	
	Relationships	--->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Special education students spend as much time in regular education classroom as their IEP permits. We make sure special ed students are in classrooms for specials and extra programs like spanish, A.R.T, Junior Achievement, and Urban Gateways. Interactions between adults and students are mostly respectful, however there is a trend for our older students to show disrespect.	
	Behavior& Safety	--->		**3**

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	We have a school-wide discipline policy that is followed by most teachers. The assistant principal intervenes on a consistent basis and handles situations as they arise. The staff works together to establish a safe and welcoming environment. For example, the playground is supervised in the morning, the lunchroom is consistently supervised and monitored, and security responds and reacts to situations in a timely manner.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***		--->	**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	In the fall, the principal held meetings for families at vairous grade levels to inform parents about expectations and what successful school performance looks like, but parent attendance was low. Some teachers communicate daily and weekly with parents via telephone, at the end of the day and via email. Teachers submit monthly parent communication logs. Administration and teachers post school news on the school's school blog and website, however, this is not consistently maintained. A schedule will be implemented to ensure up-to-date information is posted and maintained on the school's web-site.	
	Ongoing communication		--->	**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers keep an updated contact log, we have implemented an Office parent communication log. In addition we are currently planning how to have effective two-way communication between teachers and parents.	
	Bonding		--->	**3**

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The principal has worked with the parents, students, teachers and other school and community stakeholders to create a culture of calm within Robinson school. The PBIS team created school-wide student success expectations matrix to support school-wide expectations. Parents are welcome to volunteer and participate in classroom-based and school-wide family activities and events. We have planned family nights, but attendance was low despite having events and activities at We also have students assemblies, scholastic book fair, and we are incorporating school gardening into the curriculum as a way to consistently engage families. The school has a food drive along with other charitable projects to engage families and motivate	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	While we strive to provide support to our students and their families through our various school partners such as Abraham Lincoln Center, Loyola School of Social Work, Center for New Horizons we still have not been able to provide intensive support where students receive consistent and supportive home visits. However, through our partnerships families receive outreach from our school-based	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	We are partners with the University of Chicago Neighborhood School's program and the tutors work with small groups of students and in the classroom with individual students. We also have partnerships with the University of Loyola, in which Social Worker interns work with individual students, their families and small groups	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	We are partners with the University of Chicago Neighborhood School's program and the tutors work with small groups of students and in the classroom with individual students. We also have partnerships with the University of Loyola, in which Social Worker interns work with individual students, their families and small groups of students. When students have the opportunity to talk with the tutors and/or interns there are opportunities when the tutors or interns informally talk to the students about college and their future career. The administration, school counselor and faculty and staff will create and implement a plan of action of activities and events in	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We have many after-school opportunities for students, such as, Sue Duncan Children's Center, Project Syncere Science Engineering, Martial Arts, Sylvan Tutoring, Girls in the Game, and ISAT preparation classes. We are implementing another after -school	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
College & Career Assessments	--->		**1**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	We are in the process of determining what college and career-readiness looks like in a PreK-3 school.	
College & Career Admissions and Affordability	--->		
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Does Not Apply	
Transitions	--->		**3**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Student families receive Next Grade Up informational packets and the principal arranges for family/parent meetings to inform parents of the expectations for the upcoming grade level. We plan to post Next Grade Up details on our school website. In additon, the school will implement Next Grade Up programming where the next grade teacher will visit the class and teach their new class during the month of April and May for one class period per week.	

DIMENSIO

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	--->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Our school strongly focuses on ensuring students have the necessary resources required and allocates funds to align with identified needs and priorities. We seek out additional support through matching grants with our school partners to help meet our students needs. However, the ILT Team is unaware of how discretionary funds are used. Administration will plan to share how funds are allocated.	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	In the past hiring has completed by the administration mostly due to the need to quickly secure a highly qualified teacher immediately due to teacher resignation. After assessing increasing teacher capacity as a need ,administration has hired an Instructional and Curriculum Specialist. In the past the ILT team has not been a part of the process. The school currently has a partnership with Michigan State and will have 3 interns next year.	
	Use of Time	--->		**3**

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The schedule allows for regular collaboration between teacher teams. We scheduled an intervention block, however, due to teacher absence it has been difficult to support students during the intervention block.	

Date Stamp November 22, 2012

CIWP 2012-2014 Continuous
Improvement Work Plan

Jackie Robinson Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission at Jackie Robinson is to create a community school centered on educating the whole child as they become active, creative, confident and strategic scholars.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Implement and monitor ELA and math curriculum, that reflects a Workshop Approach focused on independent reading, independent worktime and guided reading and math; instruction and assessments will be aligned to Common Core State Standards to increase student achievement and teacher instructional and professional capacity in ELA and math.	On the SEF we scored ourselves a '2' on Instruction and a '2' on curriculum. By improving administration and teacher pedagogy we will ensure all students are able to grow in math and reading. On the NWEA **26.1** % of students are meeting growth targets in math and **39.1**% of students meeting growth targets in reading. In order to ensure student progress from BOY to EOY we must map out and monitor currculum and assessments to ensure teachers are supported to successfully provide consistent and cohesive instruction which will increase our instructional capacity in reading and math as measured by students' performance on CPS and school-based benchmark assessments.
2	The PBIS team, administration and teachers will provide a sustainable RTI model that supports targeted interventions and enrichments in ELA and mathematics.	We need to consistently analyze data then determine the appropriate interventions and monitor the results of the interventions to ensure all students are able to show growth in math and reading proficiency. Based on ILT and classroom teachers weekly analysis of student data, (school based assessments ,NWEA assessment, Dibels, TRC and Mclass Math benchmark assessments and student work) we scored ourselves a '2' in the areas of Monitoring and Adjusting and Interventions. This indicates a high need to build teacher and ILT capacity using data to focus instruction. To succesfully implement interventions for students, administration and teachers must have an in-depth understanding of all assesment tools that are utilized so we can determine the appropriate interventions for students (wholeclass, small group or individual, push-in and pull-out services).

3	Provide a comprehensive Health and Wellness program to support students' social emotional development.	**W**e rated our school a "3"on the School Effectiveness Framework, in the area of Behavior and Safety and Bonding. However, we rated ourselves a '2' on Instruction, which indicates there is a disconnect between behavior, safety, bonding and instruction. By monitoring the use of PBIS, as aligned to classroom-based student expectations through CHAMPS, we will ensure that our school environment is one that fosters effective teaching and learning. Additionally, implementation of an instructional component focused on health and wellness, and socio-emotional development, will help to improve students' overall physical and mental health, thereby increasing their capacity for academic growth in all subject areas. Which will result in increased academic achievement for students as measured on classroom assessments and student report cards along with a decrease of teacher's discipline referrals.
4		
5		

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
Implement and monitor ELA and math curriculum, that reflects a Workshop Approach focused on independent reading, independent worktime and guided reading and math; instruction and assessments will be aligned to Common Core State Standards to increase student achievement and teacher instructional and professional capacity in ELA and math.	On the SEF we scored ourselves a '2' on Instruction and a '2' on curriculum. By improving administration and teacher pedagogy we will ensure all students are able to grow in math and reading. On the NWEA 26.1 % of students are meeting growth targets in math and 39.1% of students meeting growth targets in reading. In order to ensure student progress from BOY to EOY we must map out and monitor currculum and assessments to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
We will use the ELA Common Core Curriculum Maps, with CCSS-creating essential questions, focus standards and suggested objectives. Each grade level will have a scope and sequence that maps out what CCSS teachers will teach in core subject areas.	Instruction	All	Teachers,ILT Team, Curriculum Coordinator	Summer 2012	Year 2		
Monitor Curriculum Implementation through weekly monitoring of lesson plans,assessments, formal and informal observations	ILT/ Teacher Teams	All	Administration and Teachers	On-going	Year 2		
Take an inventory of current materials and resources; Identify essential instructional resources for creating units of instruction implementing CCSS standards.	Instructional Materials	All	Teachers, ILT Team Curriculum Coordinator	Summer 2012	Quarter 1		
Monitor informal and formal weekly classroom based assessments. (Content areas in gradebook, progress monitoring and teacher's analysis)	Instruction	All	Administration and Teachers	Quarter 1	Year 2		
Continually develop teacher pedagogical practices for continuity across grade levels through individual instructional coaching, focused classroom observations and school based professional development, which includes intra - school visits.	Professional Development	All	Administration, ILT Team, Teachers	Quarter 1	Year 2		
Continually develop teacher pedagogical practices for continuity across grade levels through weekly grade level meetings where teachers bring an analysis of student work based on CCSS and suggested objectives.	Professional Development	All	Administration, ILT Team, Teachers	Quarter 1	Year 2		
Present curriculum to all stakeholders to increase awareness and understanding of school goals and elicit feedback from community.	LSC/ PAC/ PTA	All	Administration	Quarter 1	Year 2		

Strategic Priority 1

Provide whole school professional development that focuses on developing the staff's explicit understanding about the reading, writing, speaking and language skills students are expected to master within CCSS. (Teachers and administration will use the CC Curriculum Map and develop 6-week scope and sequences to build units of study in which teachers and administration will use the Common Core State Standards - Reading Standards: Foundational Skills to highlight places where ELA instruction could be enhanced by connecting a genre or particular text, or a theme of a unit, to writing, speaking and language skills).	Professional Development	All	Administration, ILT Team, Teachers	On-going	Year 2		
Administration and teachers will work to develop technology plan in collaboration with CUIP so students and teachers have access and training by utilizing current technologies in an effective way during instruction (literacy centers, mini-lessons, student learning task during literacy, math and writing).	Equipment/ Technology	All	ILT Team/ Curriculum Coordinator, Teachers, Administration	Summer 2012	Year 2		
Provide school-wide professional development that focuses on staff developing an explicit understanding of the ELA CCSS	Instruction	All	Administration, ILT Team, Teachers	Summer 2012	On-going		
Provide school-wide professional development that focuses on staff developing an explicit understanding of the Math CCSS	Instruction	All	Administration	Quarter 2	Year 2		
Plan quarterly Family Curriculum nights to deepen students and parents understanding of CCSS and celebrate learning.	Parental Involvement	All	Administration, ILT Team, Teachers	Summer 2012	Year 2		
Provide ongoing professional development through weekly team meetings focused on teachers and administrators increasing their understanding and use of workshop approach for instruction in ELA and math.	Professional Development	All	Administration, ILT Team, Teachers	Summer 2012	Year 2		
Monitor student growth and keeping pace on benchmark assessments on early literacy components, ELA and Math. We should demonstrate a 3% to 4% growth between each benchmark BOY, MOY and EOY on DIBELS. Use data to analyze our instructional effectiveness.	Instruction	All	Principal, ILT, Teachers	On-going	Year 2		
In the content area of science teachers and administration are participating in Golden Apple Science Inquiry Summer Institute to develop science units of study. Teachers will implement the developed units of study.	Instruction	All	Teachers and Administration	Summer 2012	Year 2		
Continue to develop science units; attend 2nd summer inquiry institute, implement science units of study	Instruction	All	Teachers and Administration	Summer 2013	Year 2		

Strategic Priority 1

For ELA we will continue to implementing the Comprehension Toolkit using the focus strategy as a foundation across the curriculum.	Instruction	All	Teachers	Quarter 1	Quarter 4		
As a part of school-based PD we will facilitate and provide workshops, study groups, demonstration lessons, co-teaching and coaching focused on the Comprehension Toolkit.	Professional Development	All	Teachers and Administration	Quarter 1	Year 2		
Teachers will provide comprehensive lesson for small groups as an intervention using the Comprehension Toolkit during Reading Workshop/Guided Reading or Small group instruction component.	Instruction	All	Teachers	Quarter 1	Year 2		
We will select student work samples from the school year (BOY and EOY) from the Comprehenison Toolkit to analyze student growth and progress in comprehension (also use TRC and NWEA data) and reflect on instructional practices, identify the CCSS mastered, challenges and next steps for year 2.	Professional Development	All	Teachers, ILT, Administration	Summer 2013	Summer 2013		
We will work to sustain and deepen our practice of comprehension instruction across the curriculum using the Comprehension Toolkit through various PD such as study groups, co-teaching and interschool visits/peer observation and planning; which will result in increasing teacher pedagogy and instructioanl effectiveness as well as we will look for an increase of 3 to 4% in students meeting and exceeding the benchmark on mclass and NWEA assessments plus ISAT and PARCC.	Professional Development	All	Teachers, ILT, Administration	Year 2	Year 2		
We will sustain our instructional practices in comprehension instruction using the Comprehension Toolkit in which teachers will demonstrate profieciency as measured by domain 3/Instruction of REACH Students and on student Mclass and NWEA benchmark assessments and during Mclass progress monitoring	Instruction	All	Teachers, ILT, Administration	Year 2	Year 2		
K-1 teachers will continue to implement Reading In Motion to increase student achievement in Phonological and Phonemic Awareness, Phonics Instruction and Fluency. Student progress is measured through Dibels benchmark and progress monitoring; intervention is provided by RIM Extra Dosage	Instruction	All	Teachers, ILT, Administration	Quarter 1	Year 2		

Strategic Priority 1

Implement, sustain and monitor writer's workshop using Hoyt and Stead's Exploring In Nonfiction Writing along with select Calkins Units of Study. Implementation will be monitored through CC curriculum maps Units of Study learning outcomes and student mastery of focus standards in each Unit of Study through analysis of student work during school based/grade level PD. This should result in teachers demonstrating proficiency in REACH Domain 3, Engaging Students in Learning and using assessment and instruction two check student learning and understanding; students will demonstrate meeting the basic criteria in writing according to school developed rubrics aligned with the ELA CCSS	Instruction	All	Teachers, ILT, Administration	Quarter 1	Year 2		
Teachers and administration will deepen their understanding and practice of Word Study by implementing an sustaining affective and consistent word study routines anchored by the resource Words Their Way along with consistent use of assessments identified on the Robinson's Scope and Sequence; student progress will be measure on the mClass Dibels and WTW assessments during benchmark testing periods and ongoing progress monitoring using DIBELS and mClass tools plus teacher and administration analysis of student data	Instruction	All	Teachers, ILT, Administration	Quarter 1	Year 2		

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
The PBIS team, administration and teachers will provide a sustainable RTI model that supports targeted interventions and enrichments in ELA and mathematics.	We need to consistently analyze data then determine the appropriate interventions and monitor the results of the interventions to ensure all students are able to show growth in math and reading proficiency. Based on ILT and classroom teachers weekly analysis of student data, (school based assessments ,NWEA assessment, Dibels, TRC and Mclass Math benchmark assessments and student work) we scored ourselves a '2'

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a school-wide assessment schedule that utilizes an RTI model and reflects intervention in math and reading	Instruction	All	Administrators, Teachers and ILT Team	Summer 2012	Quarter 1		
On a biweekly basis teachers will use progress monitoring data to appropriately plan and implement instruction at students' independent and instructional reading levels.	Instruction	All	Teachers	Quarter 1	Year 2		
Administrators will monitor progress monitoring plus teachers' implementation of biweekly use of progress monitoring data to appropriately plan and implement instruction for students' independent and instructional reading levels. Monitor and analyze data and look for a 1% - 2% student growth during progress monitoring; analyze instruction w/ teachers to determine instructional delivery and planning effectiveness.	ILT/ Teacher Teams	All	Administration	Quarter 1	Year 2		
Teachers will differerentiate instruction for all students and provide accommodations and modifications for students with disabilities so students demonstrate their knowledge and learning.	Instruction	All	Case Manager , Special Education Teacher, Administrators, Teachers	Quarter 1	Year 2		
To monitor and sustain in ELA and math teachers will fully use Mclass literacy and math Assessment tools to assess and monitor student progress including the diagnostic tools to identify particular skill gaps.	Instruction	All	Teachers, Special Education Teachers	Quarter 1	Year 2		
Administratiors will monitor the teachers use of Mclass Math Assessment tools to assess and monitor student progress.	Instruction	All	Administration	Quarter 1	Year 2		
Identify appropriate resources and materials for Intervention and a developing system for monitoring intervention that tracks student progess through weekly ILT meetings.	Instructional Materials	All	ILT Team and All Teachers	Summer 2012	Year 2		

Strategic Priority 2

The school wide intervention model and plan will be presented to all stake holders so they are able to support the schools goals.	LSC/ PAC/ PTA	All	Administration and PBIS Team	Quarter 1	Quarter 1		
Parents will participate in two way communciations that focuses on monitoring the interventions or enrichments being provided. (Dailly, weekly, monthly as determined by student's needs)	Parental Involvement	All	Administrators, Teachers and Parents	Quarter 1	Quarter 4		
Continue to identify and acquire appropriate diagnostic tools (MCLASS)for literacy and determine a systematic approach to identify particular skill gaps.	Instructional Materials	All	Special Education Teacher and Classroom Teachers	Quarter 1	Year 2		
Match students to after school partners based on academic and behavioral needs as identified by teachers and the review of student data.	After School/ Extended Day	All	Counselor, Administration, Teachers, Parents	Quarter 1	Quarter 4		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide a comprehensive Health and Wellness program to support students' social emotional development.	We rated our school a "3"on the School Effectiveness Framework, in the area of Behavior and Safety and Bonding. However, we rated ourselves a '2' on Instruction, which indicates there is a disconnect between behavior, safety, bonding and instruction. By monitoring the use of PBIS, as aligned to classroom-based student expectations through CHAMPS, we will ensure that our school environment is one that fosters effective teaching

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers and ILT Team will participate in Off-site Professional Development opportunities for implementing PBIS, aligned to school-wide expectations for success, classroom-based student expectations through CHAMPS, then share with all faculty members for implementation school-wide.	Instruction	All	ILT/PBIS Team	Summer 2012	Year 2		
Every four weeks Administrators will observe and monitor the implementation of PBIS, aligned with school-wide expectations for success, classroom-based student expectations through CHAMPS, in each classroom and in common areas, to ensure fidelity.	Instruction	All	PBIS Team and School Administrators	On-going	Year 2		
Administrators and PBIS TEAM will review and analyze observation results and behavioral data from the first 20 Days to identify and address areas of weakness in PBIS Implementation. Survey teachers to receive their input of what's working and what's not working well.	ILT/ Teacher Teams	All	ILT/PBIS Team, Administrators	Quarter 1	Quarter 1		Repeat at the beginning of Year 2 - 3013 Quarter 1
Utilize monthly observation data to plan and provide on-site Professional Development to ensure the effective implementation of PBIS, as aligned to classroom-based student expectations through CHAMPS.	Professional Development	All	ILT/PBIS Team, Teachers	On-going	Year 2		
Identify and secure materials needed to support the effective implementation of health and wellness instruction.	Instructional Materials	All	Teachers and Administrators	Summer 2012	Quarter 1		Revisit and inventory for Year 2
Plan and provide on-site professional development to ensure proper implementation of health and wellness instruction.	Professional Development	All	PE Teacher	Quarter 1	Year 2		
Develop and monitor Health and Wellness Curriculum (Organwise, Chicago Run/Recess,Yoga, Health Teacher,Character Education, Movement Breaks, Healthy Food Policy, Go For the Gold)	Instruction	All	PE Teacher, Counselor, Curriculum Coordinator	Summer 2012	Year 2		

Jackie Robinson Elementary School

2012-2014 Continuous Improvement Work Plan

Strategic Priority 3

Milestone	Category	Students	Owner	Start	Completion
Develop a plan for school store /student incentives to support PBIS/ CHAMPS implementation.	Other	All	PBIS TEAM	Summer 2012	Quarter 1
Quarterly present PBIS/CHAMPS plan and Data to LSC/PAC for review and feedback.	LSC/ PAC/ PTA	All	Administrators	Quarter 1	Year 2
To increase parental involvement and support students' success Implement and monitor use of two way Family Communication Logs.	Parental Involvement	All	Teachers and Administrators	Quarter 1	Year 2
Family Curriculum night that focuses on Health Wellness/ PBIS/CHAMPS to inform parents and support in school buy in.	Parental Involvement	All	PBIS TEAM	Quarter 1	Year 2
Continue to provide after school enrichment programs such as B.I.G. baseball, Girls In the Game, and other physical activity classes.	After School/ Extended Day	All	Administration, Teachers, School partners	Quarter 1	Year 2
All students will receive health and nutrition education weekly	Instruction	All	Teachers	Quarter 1	Year 2
Teachers will integrate physical activity energizer breaks into lesson plans weekly	Instruction	All	Teachers	Quarter 1	Year 2
build into schedule 90 weekly minutes of physical education classes for K-3 and 45 minutes for Preschool students	Instruction	All	Administration	Summer 2012	Quarter 4
Create a health and wellness focused professional development plan for dining manager and staff plus teachers and administration to participate in provided by CPS and aligned to our health and wellness curriculum piece.	Instruction	All	Administration, ILT	Summer 2012	Year 2
Conitnue to build our school's health and wellness team and designate a School Wellness Champion.	Parental Involvement	All	ILT, Administraion PBIS team	Summer 2012	Year 2
Continue to implement our school's no junk food policy; provide parents with a healthy classroom celebration list of items that are healthy foods or non-food items; also non-food celebrations	Parental Involvement	All	administration, PBIS, teachers	Quarter 1	Year 2
Schedule to provide 20 to 25 minutes of daily recess aligned with our Chicago Runs programming plus develop other physical activity clubs for inclement weather scheduling.	Other	All	Administration, Teachers	Summer 2012	Year 2

Version 03/12

Date Stamp November 22, 2012

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan | Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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