



2012-2014 Continuous Improvement Work Plan

Irvin C Mollison Elementary School

Burnham Park Elementary Network

4415 S Dr Martin L King Jr Dr Chicago, IL 60653

ISBE ID: 150162990252354

School ID: 610276

Oracle ID: 26251



Mission Statement

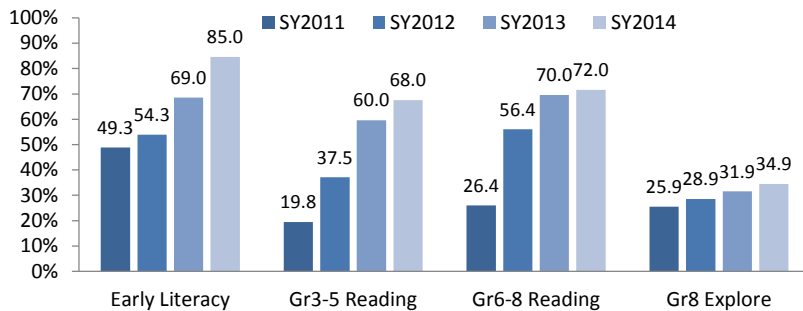
MISSION: Our mission is to provide all student with a high-quality education which meets ther academic, socio-emotional and special needs. We will implement a rigorous cross-curricular program to challenge all students to become provelm solvers across all core content areas with an emphasis on technooogy and the arts. Our staff is dedicated to encouragnig student participation, teacher engagement, professional development, and community involvement in order to promote continued success in high school, college, and the world of work.

Strategic Priorities

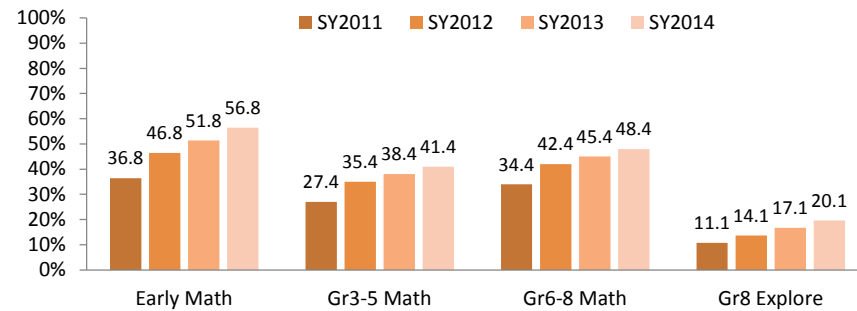
1. Teachers will deliver Common Core aligned literacy lessons supported by high quality texts, with a focus on informational texts across content areas.
2. Teachers will monitor student performance and differentiate instruction to meet the needs of individuals and groups of students as part of Response to Intervention.
3. Our teachers will collaborate in a professional learning community (PLC) to increase teacher capacity and ownership.
4. Teachers will effectively use PBIS as part of a whole-school social-emotional-physical wellness plan to support a healthy school community.
5. Teachers will integrate research-based methods to teach students in both science and technology across grade levels.

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:	Irvin C Mollison 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
Deborah Dean	Assistant Principal
Kate Ebisi	Classroom Teacher
Laura Meili	Classroom Teacher
Maya Tolbert	Special Education Faculty
David Wilson	Classroom Teacher
Maria Woodfork	Classroom Teacher
Richard Reed	Parent/ Guardian
Wilhelmina Kenan	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	49.3	54.3	69.0	85.0					
					Early Math % of students at Benchmark on mClass	36.8	46.8	51.8	56.8
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.8	37.5	60.0	68.0					
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.2	53.2	62.0	70.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.4	35.4	38.4	41.4
					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	41.9	51.9	56.9	61.9
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.4	56.4	70.0	72.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.4	42.4	45.4	48.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.9	58.4	72.0	74.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.9	67.9	72.9	77.9
8th Grade									
Explore - Reading % of students at college readiness benchmark	25.9	28.9	31.9	34.9	Explore - Math % of students at college readiness benchmark	11.1	14.1	17.1	20.1

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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	91.1	92.0	93.0	94.0					
					Misconducts Rate of Misconducts (any) per 100	36.1	31.1	26.1	21.1

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	62.2	67.2	72.2	77.2		ISAT - Reading % of students exceeding state standards	4.3	6.3	8.3	10.3
ISAT - Mathematics % of students meeting or exceeding state standards	67.2	72.2	77.2	82.2		ISAT - Mathematics % of students exceeding state standards	4.8	6.8	8.8	10.8
ISAT - Science % of students meeting or exceeding state standards	34.9	39.9	44.9	49.9		ISAT - Science % of students exceeding state standards	1.6	3.6	5.6	7.6

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<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>The school uses Scantron, ISAT, CIF test, and Common Core quarterly assessment data to inform instruction. Each year, we set new priorities for improvement and choose instructional priorities to achieve our goals. The school has established a theory of action that clearly outlines the school's priorities.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal schedules professional developments, ILT team meetings, and teacher team meetings around using best practices to drive student achievement and to analysis student assessment data. The principal has created a collaborative problem solving environment involving all stakeholders to improve instructional practice.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are invested in the success of the school by being involved in school leadership: ILT team, data team, grant writing (iPads, Bulls, classroom libraries), mentoring teachers, and sharing best practices to drive classroom instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT meets biweekly to share knowledge and make leadership decisions for all students and staff. ILT team meets to analyze data from student assessments such as: ISAT, Scantron, CIF benchmark test, and Common Core framework as well as to select and plan professional learning opportunities for the entire staff.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The school uses data analysis from benchmark assessments to guide student growth targets. Data is discussed in ILT and teacher team meetings. Information is shared with students and staff by data folders, grade-level data walls, and school-wide data meetings.</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. 	Text used for instruction exposes all students to grade-appropriate level of complexity, but classroom libraries are lacking. Next year, we will expand our libraries to help accommodate the increasing demands of the Common Core State Standards. Teachers will meet together during June planning to create school-wide curricular maps in reading and math.	
	Instructional materials ----->			3
	<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). 	Instruction materials are supportive of students with disabilities. All student with disabilities have access to the same materials as the other students.	
<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
<p>Assessment -----></p>			<p>4</p>
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide data is available to teacher team and classrooms immediately after testing. Teachers keep assessment data in binders and submit analysis to the administrators quarterly. Teachers use a combination of classroom assessment data, quarterly assessment data, summative ISAT data, and formative assessments to inform instruction and differentiat 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>Each teacher clearly communicates with students learning standards by listing them on the board. Teachers use a variety of questions. Teachers regularly use formative assessments during instruction.</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>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school uses assessments to identify particular skills groups. Interventions include small group instruction, one-on-one supports, and additional supports outside of classroom tutoring by Ada S. McKinley.</p>	
	Whole staff professional development ----->			3
	<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>The school has a year-long focus plan for whole staff professional development aligned to school-wide growth goals. The school is still working to develop a method for continually monitoring the effectiveness of all professional development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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>Teacher teams share ownership in the results in student learning. Teams are inclusive of general education and special education. Teams are supported by the ILT and teacher teams. Teams meet weekly.</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>Teachers receive quality feedback that supports their growth, however, instructional coaching is not a regular, formal practice. Currently, there is no plan for new teacher induction.</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 	Every staff member reinforces school expectations for all students to aspire to go to college and to have career readiness.		
	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. 	Students with disabilities are engaged in the school community, including both physical and social intergration.			
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>Staff establishes a welcoming environment. Next year, we plan to implement PBIS to further develop our school's community.</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Prinicpal provides clear information for families on school performance and accurately explains this information so families understand its revelance to their children as well as how to plan for improvement. The Parent Advisory Council meets regularly.</p>	
	Ongoing communication ----->			3
	<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>Teachers and other school staff communicate with families so they know how their child is doing relative to grade-level expectations and how their family can support their child's learning at home.</p>	
	Bonding ----->			2

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	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>The school staff provides opportunities for family and community to become engaged like family fun days, meetings, conferences, etc.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			1
	<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. 	School staff does not fully conduct outreach through social service agencies.	
	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. 	The school provides the AVID program for grades 7 and 8. The school provides students with the opportunities to participate in activities with our outside external partners (University of Chicago, Ada S. McKinley) during and after school. The school encourages a college going culture by taking students on field trips to college campuses	
Academic Planning ----->			3	
<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. 	At Mollison we have begun an annual tradition of hosting a career day in the spring. Students will be able to speak with professionals from various careers which will help students in planning and choosing their own career path. Our academic program is based on Common Core State Standards which are college and career readiness goals to prepare students for the demands of higher education and the workforce.		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	The school ensures exposure to a wide range of extracurricular and enrichment activities to build leadership (Band, Student Council, Joffrey Ballet, and After-school All-Stars).		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<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>The school provides the AVID program for grades 7 and 8. The school provides students with the opportunities to participate in activities with our outside external partners (University of Chicago, Ada S. McKinley) during and after school.</p>	
	College & Career Admissions and Affordability ----->			3
	<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>All students at Mollison will participate in an annual College Awareness Month where they will have the opportunity to learn about the college application process.</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>The school works to ensure effective transitions into kindergarten at each benchmark grade, and from 8th grade to 9th grade (AVID program).</p>	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School allocates discretionary spending to align with identified needs and strategic priorities such as reduce class size, extended day, fine arts activities and ST math.		
	Building a Team ----->				3
<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. 	Team meetings (teacher team, ILT, AVID, LRE) are scheduled weekly to focus on what most directly improves student learning. Team meetings focus on teachers' classroom work, analyzing and using information to strengthen instruction.			
Use of Time ----->				3	

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
<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>The school uses data to identify and plan for needed changes in the instructional program. The school uses regularly scheduled time with staff (staff meeting, teacher team time, inservice time) to monitor, communicate, and provide staff development for school improvement efforts.</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

MISSION: Our mission is to provide all student with a high-quality education which meets ther academic, socio-emotional and special needs. We will implement a rigorous cross-curricular program to challenge all students to become provelm solvers across all core content areas with an emphasis on technooogy and the arts. Our staff is dedicated to encouragnig student participation, teacher engagement, professional development, and community involvement in order to promote continued success in high school, college, and the world of work.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver Common Core aligned literacy lessons supported by high quality texts, with a focus on informational texts across content areas.	With a new school-wide focus on literacy (and school wide literacy value-added data in teachers' evaluations), it is more important than ever that all teachers effectively use high quality text to support quality instruction. We believe this will increase both our reading scores (only 19.8% in 3-5 and 26.4% in 6-8 at or above grade level on Scantron) as well as science scores (34.9% meeting or exceeding on ISATs).
2	Teachers will monitor student performance and differentiate instruction to meet the needs of individuals and groups of students as part of Response to Intervention.	We continue to work to meet the needs of all of our students - both students who struggle as well as students who need enrichment and an additional challenge. We will identify identify student needs using a variety of data (NWEA, classroom-based assessments, ISAT data) on an ongoing basis, and align instruction and resources to both underperforming and exceeding students.
3	Our teachers will collaborate in a professional learning community (PLC) to increase teacher capacity and ownership.	Our staff wants to work as vertical and horizontal teams to build common knowledge around instructional strategies, content, and assessment data. They know the many demands of the new evaluation system and want to work to ensure their practice continues to grow to meet the new standards.
4	Teachers will effectively use PBIS as part of a whole-school social-emotional-physical wellness plan to support a healthy school community.	Our school currently has 36.1 misconducts per 100, and we are also worried about our students physical health. Likewise, we want to increase parental involvement, which was identified as low by our My School, My Voice surveys.
5	Teachers will integrate research-based methods to teach students in both science and technology across grade levels.	Currently, only 34.9% of our student are meeting and exceeding on the science ISAT. This means our kids are not ready to meet the increasing technological demands of the 21st century. We believe that engaging them in inquiry, science experiments, and hands-on experiences with tecnology through an elective will better prepare them for their future studies and employment.



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3

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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
Teachers will effectively use PBIS as part of a whole-school social-emotional-physical wellness plan to support a healthy school community.	Our school currently has 36.1 misconducts per 100, and we are also worried about our students physical health. Likewise, we want to increase parental involvement, which was identified as low by our My School, My Voice surveys.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Send subset of staff to initial PBIS training	ILT/ Teacher Teams	All	ILT/Teacher Teams				
Visit other schools that currently have PBIS to see how it works	ILT/ Teacher Teams	All	Wilson				
Designate a PBIS coach to oversee data management	ILT/ Teacher Teams	All	Wilson, Jackson				
Train rest of staff for PBIS and invite parents to the school to learn how to access technology, including accessing reports about PBIS and grade data to learn more about their students' performance	ILT/ Teacher Teams	All	PBIS Coaches				
Train parents on PBIS	Parental Involvement	All	PBIS Coaches				
Train students on PBIS	ILT/ Teacher Teams	All	PBIS Coaches				
Whole-staff planning time for implementation of monitoring system	ILT/ Teacher Teams	All	ILT/Teacher Teams				
Set aside money for incentives for students	ILT/ Teacher Teams	All	Principal				
Print out weekly data reports to share with parents and families	ILT/ Teacher Teams	Other student group	PBIS Coaches				
Work to create mentorship groups (ala Urban Prep's "den" idea to support groups of students)	ILT/ Teacher Teams	Other student group	Wilson & Community Partners				
Create and maintain an updated system of contact information (i.e. figure out who we can text/email, set a book next to the main phone to record numbers and calls, online sheet, etc.)	Equipment/ Technology	All	Sigler				
Outreach to parents from teachers and parents who have potential to get more involved in the school	Parental Involvement	All	A. P.-Sigler				
Set money aside to feed parents for family nights and other events	Parental Involvement	All	Principal				

