CIWP

2012-2014 Continuous Improvement Work Plan

Benjamin E Mays Elementary Academy

Englewood-Gresham Elementary Network

838 W Marquette Rd Chicago, IL 60621

ISBE ID: 150162990252802

School ID: 610290

Oracle ID: 26321

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

At Benjamine E. Mays Academy, the over arching goal is to prepare students to be College and Career Ready. Our mission is to ensure that every child is on track to graduate prepared for success in high school. We are committed to providing a nurturing, safe, orderly, and supportive environment where students gain confidence in their abilities to make good choices. We strive to give children help, hope and opportunity by removing barriers to academic and social achievement through school and community partnerships. We offer a high quality, world class education for the 21st century.

We envision a school where the education of our students is a shared responsibility for all stakeholders. We foresee all students experiencing academic excellence from the
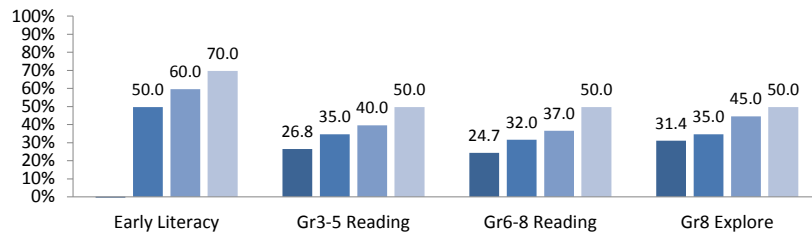
Strategic Priorities

1. School leadership and instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT and District Level Assessments. Structures and supports wil be in place to monitor student progress. In addition, opportunities for teacher collaboration to support the development of Literacy units based on the Common Core State Standards. We will focus on improving instructions in Literacy, Math, Writing across content areas and science.

2. Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training will be an integral part of accomplishing optimal learning oportunties.

3. Learning Climate, Culture and Attendance: This priority will support "Calm Classroom" Initiative. We will continue to implement the Power of Change which helps students develop strategies to address anger. The staff will work collaborively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase student attendance rates.
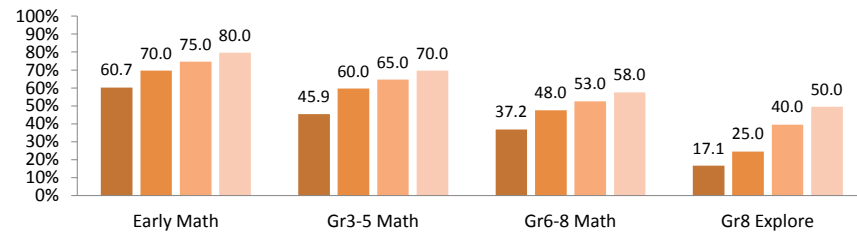
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy		50.0	60.0	70.0
Gr3-5 Reading	26.8	35.0	40.0	50.0
Gr6-8 Reading	24.7	32.0	37.0	50.0
Gr8 Explore	31.4	35.0	45.0	50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	60.7	70.0	75.0	80.0
Gr3-5 Math	45.9	60.0	65.0	70.0
Gr6-8 Math	37.2	48.0	53.0	58.0
Gr8 Explore	17.1	25.0	40.0	50.0

Date Stamp November 22, 2012

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:	Benjamin E Mays Elementary Academy

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
Dr. Patricia D. McCann	Principal
Delisa Carter	Assistant Principal
Loreal Carrethers	Classroom Teacher
Anthony Rainey	Support Staff
Claire Blouin	Special Education Faculty
Sakina Hull-Taylor	Counselor/Case Manager
Carolyn Heyward	Support Staff
Warsheka Griffin	LSC Member

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	NDA	50.0	60.0	70.0		**Early Math** % of students at Benchmark on mClass	60.7	70.0	75.0	80.0

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.8	35.0	40.0	50.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	45.9	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.2	50.0	55.0	60.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.2	62.0	67.0	72.0

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.7	32.0	37.0	50.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.2	48.0	53.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.8	65.0	72.0	75.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.7	65.0	70.0	72.0

8th Grade										
Explore - Reading % of students at college readiness benchmark	31.4	35.0	45.0	50.0		**Explore - Math** % of students at college readiness benchmark	17.1	25.0	40.0	50.0

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	95.5	96.0	96.0	96.0		**Misconducts** Rate of Misconducts (any) per 100	0.3	0.2	0.1	0.0

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	75.7	76.5	77.5	79.0		**ISAT - Reading** % of students exceeding state standards	9.6	15.0	30.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.0	84.0	85.0	86.0		**ISAT - Mathematics** % of students exceeding state standards	17.4	20.0	30.0	50.0
ISAT - Science % of students meeting or exceeding state standards	73.2	74.5	75.5	76.5		**ISAT - Science** % of students exceeding state standards	3.6	5.0	30.0	50.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action*** -->			4
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school's revised Theory of Action combines existing element of our current system of managed instruction with new elements of Performance Empowerment. The school will continure to manage core elements of the instructional model, the key components of which are a baseline core curriculum, coordinated professional development and interim formative assessment. Principal direction around these elements of instruction is designed to accommodate for the school's high mobility rates, facilitate quality professional development around a common curriculum, and efficiently provide quantifiable interim assessments to guide differentiated The three core pillars of Performance Empowerment are capacity, autonomy, and accountability. Capacity indicates the existence of the skills, leadership, and resources necessary to succeed. Autonomy enables those individuals with capacity to use those skills and resources in a manner which drives optimal results. Accountability ensures that the school and individuals are held responsible for results	
	Principal Leadership -->			4
	• 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.	The principal combines a foundation for positive improvement results; meaningful teamwork, clear, measureable goals and the regular collection and analysis of performance data to provide a climate of continuous school improvement. The principal leads the school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement needs and monitor strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. The principal makes sure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. The principal follows five performance indicators to lead the school in improving student achievement: • Principal promotes collaborative problem solving and open communication. • Collects, analyzes and uses data to identify school needs • Uses data to identify and plan for needed changes in the instructional program. • Implements and monitors the school improvement plan. • Uses systems thinking to establish a clear focus on attaining student achievement goals.	

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	Teacher leaders assume a wide range of roles to support school and student success. Their roles are assigned formally or shared informally; they build entire school's capacity to improve. Teachers lead in a variety of way, many teachers serve as leaders among their peers. Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to uses with students. Teachers act as instructional specialist by helping colleagues implement ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Teachers at Mays Academy perform leadership as members of the follow groups: ILT membership Grade/Team Leader Curriculum Specialist Learning Facilitator Mentor Teachers exhibit leadership in multiple sometimes overlapping ways. Some leadership roles are designated responsibilities. Other more informal roles emerge as teachers interact with peers. The variety of roles ensures that teachers can find to lead that fit their talents and interests. Teacher leaders shape the culture of the school, improve student learning and influence practice among their peers.	

Date Stamp November 22, 2012

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Benjamin E Mays Elementary Academy

CHICAGO
PUBLIC
SCHOOLS | CPS

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	The principal and leadership team collaborate to establish and communicate instructional goals for school success. The leadership team sets high expectations for teaching, learning and leading and fosters an environment where staffs are free to take risks. The principal and leadership team are knowledge about instructional best practices and research; they expect and support high-quality instruction in every classroom. The leadership team allocates and manages resources to support the school's instructional program. The leadership team effectively allocates and manages the school's resources; people, time, funds, and materials to address school priorities and student's needs. The school community evaluates and plans school programs and policies based on their contribution toward reaching school goals. Teachers use other staff, classroom volunteers, and family resources at home to maximize the amount of individualized instruction students receive. School staff share leadership responsibilities' and participate in decision making that advances the school's mission. The leadership team empowers staff and holds them accountable for results, developing a plan for leadership succession. Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes. The leadership team reflects the varied perspectives in the school; the principal taps into staff members' interests and areas of expertise to strengthen school programs.	
Monitoring and adjusting		-->	**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The practice of monitoring and adjustment (progress monitoring is used to assess student's academic performance and evaluate the effectiveness of instruction. Students' levels of performance are determined and goals are identified for learning that will take place over time. The students' academic performance is measured on a regular basis. Progress toward meeting the students' goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Students' progress of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs. The use of monitoring and adjustment results in more efficient and appropriately targeted instructional techniques and goals which together, move all students to faster attainment of important state standards of achievement.	

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* --->			**3**
	• 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.	• The school uses a 5-week scope and sequence with culminating assessment activities for Reading, Math, and Science • The school's teacher teams analyzed the Illinois Assessment Frameworks, prepared information for grade level, and used this information to structure instruction • Grade-level partners collaborate by taking two of the core subject areas and preparing the 5-week study for his or her team • Textbooks are aligned to the Illinois State Standards for all core subject areas. • Special Education resource teachers collaborate with general education teachers to create activities suitable for each student to help meet their goals	
	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).	• Core instructional materials vary by grade level. Kindergarten-8th grade have Reading, Math, and Science materials aligned to Illinois State standards. Social Science instructional materials are outdated in Kindergarten-6th grade. • The instructional materials do support differentiation in the core subject areas.	

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	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• School-wide data is accessible to all staff. Most use my administration who shares data that they have analyzed. Teacher teams use data to make adjustments to instruction. • Teacher teams administer the same type of assessment; summative. Scantron and STEP/BAS assessments are used as formative or diagnostic assessments. The Achieve 3000 program is also used to support instruction. • Special education resource teachers are on-hand to assist students' will their assessments. Assessments are designed with the students' accommodations in mind. All students with disabilities received accomodations as outlined in each Individualized Education Plan. General Education and Special Education teacher confer about appropriate assessment settings.	

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
Instruction		-->	**3**
• 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.	• Learning objectives are identified and align with learning standards. Teachers placed them in his or her weekly lesson plans and write them daily on display in their individual classrooms. • Teacher use standard questioning to gauge student understanding. • Teachers complete 5 week curriculum maps that are derived from the Illinois Assessment Framework to set the pace for learning. The district has pacing guidelines for Social Science that the school uses. • Instruction is designed to start whole group, then break out in small-group sessions for Reading and Mathematics. Teachers generally use whole-group instruction for Science and Social Science. • Formative assessments are used in a 5-week instruction study. Data from assessments are kept for tracking to the next grade level.	

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	-->		**3**
• 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.	Mays Academy uses the School Based Problem Solving method to systematically identify students in need of academic intervention. Teachers use assessment data, student class work and behavior monitoring to ascertain student's protential for intervention needs. Interventions include in-class, small group instruction, push in-pull-out provided by educational support staff, one-one support and additional supports outside of the classroom.	
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.	1. Staff has attended in-school professional development for the Common Core Standards. Trainings covered an overview of the standards as well as unpacking the Language Arts standard. 2. Trainer for common core, Mike, has attended grade-level meetings to help teachers unpack specific standards. 3. Every district-designated professional development day is organized with time dedicated to school-wide issues and collaborative planning time. 4. Staff has received training on P.B.I.S. (Positive Behavior Intervention System) from School Counselor and Dean of Students. 5. Staff has received training on CPS Allergy Protocol from trained medical professionals.	

Professional Learning

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.	1. Teachers meet weekly to plan interventions. Teachers collaborate to create 5-week curriculum maps based on areas of need identified in ISAT item analysis. 2. Special education teachers meet weekly during collaborative planning time with general education teachers to modify assignments and differentiate instruction. 3. Each house has a member of the instructional leadership team that communicates information from ILT meetings and district-wide professional development on Common Core Standards. 4. Meetings follow agendas created by administration. Service providers collaborate based on minutes listed in IEPs.	
	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.	Teacher s serves as instructional coaches for their peers. One teacher per grade level takes on the responsibility of brings evidence-based practices into classrooms by working with school staff. Instructional coaches focus on one-on-one support around literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving achievement and building teacher capacity at Mays Academy. Coaches are often responsible for providing or arranging professional development activities for all teachers in the school. Instructional coaching is job-embedded, addressing issues teachers face daily in their classroom; including the Common Core State Standards; the development of instructional unit plans, curriculum mapping and the new REACH evaluation tool.	

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***	-->		**3**
	• 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	PBIS Student Achievement composite 80% at or above, highest in Network Highest percentage of Meets/Exceeds Reading Highest percentage of Meets/Exceeds Math Highest percentage of Meets/Exceeds Science Highest percentage of Exceeds Composite, math and reading in Quadrant I Highest percentage of Exceeds gain in math in the network Chicago Urban League Will be adopting Common Core Curriculum for 2012-2013 school year Full Time school counselor to identify high performing students and match with high schools Fall Intersession Program Winter Intersession Program	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Least Restricted Environment for Special Ed students Support students by supporting parents with Children Home and Aid Program Community Schools Initiative Program in school Full time Social Worker who focuses on social-emotional aspects of the students CARRERA Program focuses on intermediate grade school students with academic and social support in an afterschool program. Over 75% of students grade 6-8 involved in afterschool programs.	
	Behavior& Safety	-->		**3**
	• 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.	Positive Behavior intervention and Support Program implemented in school Refer students to "By the Hand Program" a support, faith-based program for students in need of guidance Over 75% of students grade 6-8 involved in afterschool programs. School attendance rate 96% Over 75% of students grade 6-8 involved in afterschool programs.	

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
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.	Many teachers explain expectation for achievement to students and families. Our school strives to provide information on school assemblies and performances where its purpose is understood; however, the overflow of calls and inquiries show there is need for improvement to integrate more accuracy for understanding. We will incorporate improvement so information is clear and accurately explain its significance to children and families, as well as a plan for improvement.	
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.	Mays Academy engages in ongoing, two way communication with families through phone calls., emails, and parent portal to inform families of child's status, strengths, and needs. Our school also incorporates parent workshops to increase familys knowledge of how to improve learning at home and so staff can learn more about child from family.	
Bonding	-->		**3**
• 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.	Our school has a pleasant, approachable, and responsive environment. Our principal is a exemplar of understanding and firmness. Our community partner, Children's Home & Aid, in collaboration with staff, parent committee and LSC establishes a great deal of ways to involve parent and families in authentic engaging activities and events.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**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.	Mays Academy along with community partners which are located in the school, conducts intensive outreach to families in need of mental health services through small sessions held at the school and/or home visits. Our school also conducts intensive services to meet the needs of families needing specialized supports through intervention with the child and parents.	
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.	Our school is in partnership with the National Urban League's program N.U.L.I.T.E.S., together we strive to build a culture around talents and leadership that enhances careder development and entrepreneurial thinking. Students are exposed to instructional support via instructional partner Achieve 3000 to assure that all academic skill sets are on track for college and career goals se	
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 committed to a holistic development of the student emotionally, physically, intellectually, morally, and socially, therefore the counselor/character education teacher incorporates college and career planning in the Character Education classes as well as on an individual basis based on their need.	
Enrichment & Extracurricular Engagement	-->		**3**
• 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 strive to expose a wide range of extracurricular activities and enrichment to students; however, we have a small student body and are limited on staff. Therefore, our acivities and enrichment consist of basketball, track, volleyball, and cheeleading.	

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
DIMENSIO	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Mays students currently take the Explore's test to prepare for college and careers. We use the test preparations to help students make informed choices with panoramic view of the options in the world of work and education, and help them explore options within these worlds.	
	College & Career Admissions and Affordability	-->		**3**
	• 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.	Mays elementary provides students and families with comprehensive information about high school options and cost. Mays Career Day, College NULITES, Urban League, weekly upper grade career planning	
	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.	We work to ensure effective transition into Kindergarten by requesting pre-school records. We also offer the opportunity to attend Step Up to Kindergarten for students who have never attended Pre-School. We distribute the CPS promotion policy for benchmark grades at the beginning of the school year and every report card pick-up to inform/remind families of requirements. Transitioning 8th grade students are required to sign up for Freshman Connection to prepare for High School.	

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**
• 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.	Involve the Instructional Leadership Team in budget discussions by allowing them to present well-conceived plans, aligned with the district and school improvement plans, for using school resources to improve the school. Strategically direct resources to address the school's most pressing needs, most at-risk students and use resources to support comprehensive school reform that can support the school's caring climate in which teachers, administrators and students believe academic success is possible and necessary for all students. Decentralized decision making about resources so that Leadership teams can decide how best to leverage resources for school improvement. Principal takes advantage of outside funding sources and external partnerships to support school initiatives and school improvement goals. School allocates discretionary spending to align with identified needs and strategic	
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.	The principal ensures that the school leadership team focuses and responds to the learning and wider needs of the students brings opportunities to put into place staffing structures that best meet the needs of learning community. Staff recruitment needs are a Leadership Team actions items and best practices are used to assure that potential teachers or staff members meet all state and federal hiring criteria. School leaders help nurture and build highly committed teams for accomplishing school activities and goals, which include school improvement planning, site-based management, budget and personnel decisions and implementing programs or plans. Staff hiring is done with attention to goal and priorities previously set to accomplish goals for high school and college readiness activities. A multistep interview process included a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.	
Use of Time	--->		**3**
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Schedules are developed to assure that teachers have adequate time during the day to participate in mini professional development activities as needed. Schedules allow ample time for parent calls and differentiated tutoring sessions. 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.	

DIMENSION 7: Resource Alignment

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

At Benjamine E. Mays Academy, the over arching goal is to prepare students to be College and Career Ready. Our mission is to ensure that every child is on track to graduate prepared for success in high school. We are committed to providing a nurturing, safe, orderly, and supportive environment where students gain confidence in their abilities to make good choices. We strive to give children help, hope and opportunity by removing barriers to academic and social achievement through school and community partnerships. We offer a high quality, world class education for the 21st century.

We envision a school where the education of our students is a shared responsibility for all stakeholders. We foresee all students experiencing academic excellence from the engagement of well planned, Common Core State Standards based, differentiated learning activities that are interesting, stimulating, rigorous and developmentally appropriate.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	School leadership and instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT and District Level Assessments. Structures and supports wil be in place to monitor student progress. In addition, opportunities for teacher collaboration to support the development of Literacy units based on the Common Core State Standards. We will focus on improving instructions in Literacy, Math, Writing across content areas and science.	According to the Consortum 5 School Essentials, Mays Instructional leadership is average. Areas of opportunity include 50% of the teachers reporting that they are pressed to implement what they have learned in professional development as well as a 50/50 result in instructional planning. There are systems in place to improve these areas, build teacher capacity, and support teacher learning and support more job embedded professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and the careers that they desire.
2	Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training will be an integral part of accomplishing optimal learning oportunties.	We believe that the instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the common core standards. In order to assure proper alignment of the aformentioned elements, the principal and assistant principal will increase the level of participation at grade level meetings. Although the principal meets regularly meet with teachers to discuss how data is driving instruction, there is a need for 5th through 8th grade teachers to create individuall student binders so that they can use initiative to monitor progress.
3	Learning Climate, Culture and Attendance: This priority will support "Calm Classroom" Initiative. We will continue to implement the Power of Change which helps students develop strategies to address anger. The staff will work collaborively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase student attendance rates.	Based on the data extracted from the Consortium Essentials, the Schools Progress Report and data quality index from the CPS dashboard, students report that safety is concern because their peers lack respect for themselves and others. The score received was 30 which indicated that we are weak in that area; however, students feel that they are in a supportive environment. It is our goal to decrease the supension rate and foster other ideas to assist students in correcting behavior. There is a need to increase the education and social and emotional supports for students. We will provide incentives, opportunties for recognition for increased attendance and academic imporvements. Focusing on these areas would enhance the school culture in a postive way. It will be evidenced by an increase in student achievement, decrease in suspension rates, increased attendance rates and participation in extra curricular activities.

4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
School leadership and instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT and District Level Assessments. Structures and supports wil be in place to monitor student progress. In addition, opportunities for teacher collaboration to support the development of Literacy units based on the Common Core State Standards. We will focus on improving instructions in Literacy, Math, Writing across content areas and science.	According to the Consortum 5 School Essentials, Mays Instructional leadership is average. Areas of opportunity include 50% of the teachers reporting that they are pressed to implement what they have learned in professional development as well as a 50/50 result in instructional planning. There are systems in place to improve these areas, build teacher capacity, and support teacher learning and support more job embedded professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and the careers that they desire.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide staff with professional development opportunities to increase their knowledge of CCSS	After School/ Extended Day	All	Principal/ILT	On-going	On-going		
Provide teachers with the necessary technology to support engaging learning opportunities for all students including those with disabilities	Equipment/ Technology	All	Principal	Quarter 1	On-going		
To provide parents with necessay tools to support student learning at home	LSC/ PAC/ PTA	All	ILT	On-going	Quarter 1		
To purchase novels set to support literacy. Literacy instruction will be enhanced by the implementation of the Full School Day schedule, which will lead to the increase in student learning and growth.	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide materials to support Math instruction. The Full School Day schedule will allow extended time in each school day for the instruction of math in the classroom.	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide funds to support Science Instruction. The Full School Day initiative will provide more time for Science instruction which will promote student learning and growth,	Instructional Materials	All	Principal	On-going	Quarter 1		
	Professional Development	All	ILT	Summer 2012	On-going		

Strategic Priority 1

On track graduation and promotion must be carefully monitored. School teams will compare lesson plans, grades, weekly assessments data, quarterly assessment data and attendance. The	Instruction	All	Administrators, ILT, Counselor, Teachers, Students and Parents	Quarter 1	On-going		
To provide students with Algegra course to prepare them for high school.	Staffing	Other student group	Principal	Summer 2012			

Strategic Priority 2

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

Strategic Priority Description	Rationale
Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training will be an integral part of accomplishing optimal learning oportunties.	We believe that the instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the common core standards. In order to assure proper alignment of the aforementioned elements, the principal and assistant principal will increase the level of participation at grade level meetings. Although the principal meets regularly meet with teachers to discuss how data is driving instruction, there is a need for 5th through 8th grade teachers to create individuall student binders so that they can use initiative to monitor progress.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based on student assessment data from Mclass, NWEA/Scantron, STEP and BAS, we will identify the professional development needs to improve instruction. As a result of data analysis teachers will be able to appropriately plan indivdulaized learning activities that increase student achievment and retrival of lost or missing skill sets.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Teachers will be supported with analyzing data and making instructional decisions for meeting students need. Use of Usage reports from Achieve 3000 will provide teachers with the capacity to monitor the usage of the web site that will increase student higher order thinking skills, vocabulary and writing skills.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Professional development will be provided for teachers as they unpack the CCSS and develop unit plans that engage students. The Full School Day schedule will allow the school to bank more professional development time, which will lead to increased teacher capacity.	Professional Development	All	Administration and ILT	Summer 2012	On-going		

Strategic Priority 2

Teacher will engage in professional learning IL teaching framework and the REACH students evaluation format. Teachers will be provided the training needed to guide them to an understanding of components of the REACH tool that will be used as a guide for teacher practice, student growth and student feedback.	Instruction	All	Administration and ILT	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Learning Climate, Culture and Attendance: This priority will support "Calm Classroom" Initiative. We will continue to implement the Power of Change which helps students develop strategies to address anger. The staff will work colloborively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase student attendance rates.	Based on the data extracted from the Consortium Essentials, the Schools Progress Report and data quality index from the CPS dashboard, students report that safety is concern because their peers lack respect for themselves and others. The score received was 30 which indicated that we are weak in that area; however, students feel that they are in a supportive environment. It is our goal to decrease the supension rate and foster other ideas to assist students in correcting behavior. There is a need to increase the education and social and emotional supports for students. We will provide incentives, opportunties for recognition for increased attendance and academic imporvements. Focusing on these areas would enhance the school culture in a postive way. It will be evidenced by an increase in student achievement, decrease in suspension rates, increased attendance rates and participation in extra curricular activities.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School-Wide discipline and student achievement will be monitored throgh PBIS, Calm Classroom, attendance, honor roll, principal scholar, most improved, student of the week and student of the month.	Supplies	All	Assistant Principal	Quarter 1	On-going		
Develop a system to support communication between home and school	Supplies	All	Principal	Summer 2012	On-going		
Activities to engage parents and students will focus on developing a thirst for knowledge. We will host Literacy, Science and Math nights, Science Fair, Youth Empowerment and Career Week. There are also opportunties for showcases in art, mucic and athletics. Student academic success will also be recognized: Improvement in grades and increased assessement data.	Parental Involvement	All	Teachers	Summer 2012	On-going		

Strategic Priority 3

School partnership with community organizations will offer students opportunities to participate in extracurricular activities such as fashion design, clubs, hip hop, dance, Junior Beta club and other activities that peek their interest.	After School/ Extended Day	All	Teachers, Administrators	Quarter 1	On-going		
Technology will be made available for students with disabilities. The goal is to close the achievement for the targeted students in relationship to their general ed peers.	Equipment/ Technology	Students With Disabilities	Teachers, Counselor, Case Manager	Quarter 1			

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

CHICAGO PUBLIC SCHOOLS | CPS

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