



2012-2014 Continuous Improvement Work Plan

Mary E McDowell Elementary School

Skyway Elementary Network
1419 E 89th St Chicago, IL 60619
ISBE ID: 150162990252737
School ID: 610312
Oracle ID: 26421



Mission Statement

The mission of the Mary E. McDowell School of International Studies is to provide a high quality educational and instructional program for all students (including Special Education students and gifted students) ensuring that each will reach his/her fullest potential. By doing so, we will prepare students to compete in this high-tech global society. In this spirit all stakeholders will work together to provide experiences to: Enhance Self-Esteem; Encourage innovative and creative expression; Develop cooperative interactions; Challenge students to think, learn, and use information to solve complex problems. In summary our mission is...

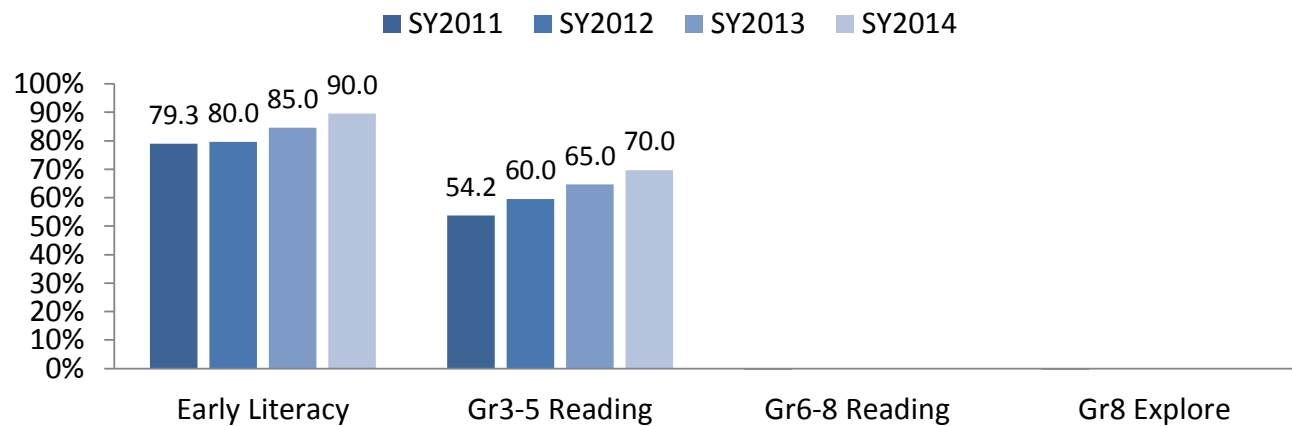
“Academic Excellence

Strategic Priorities

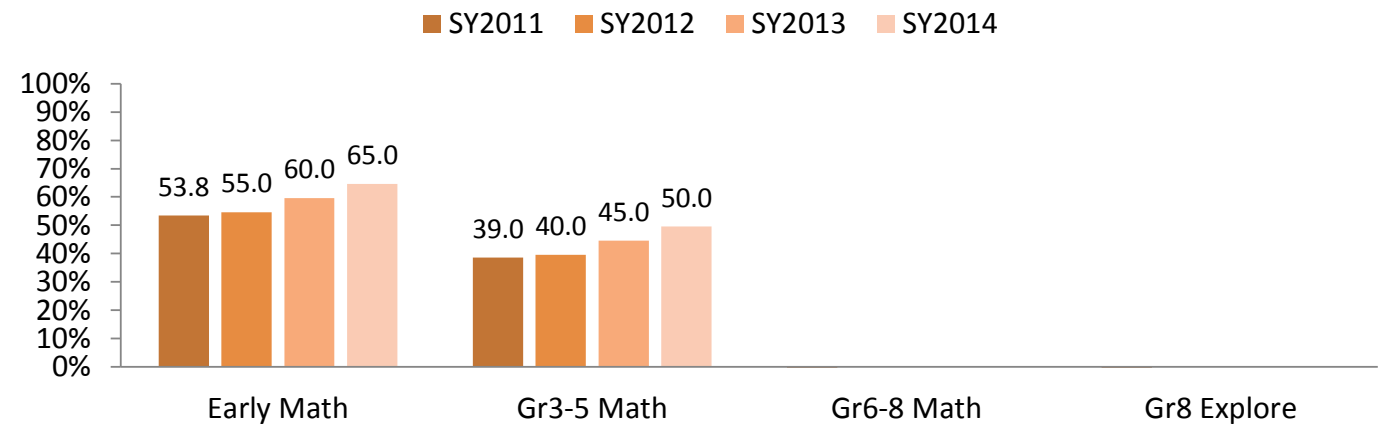
1. Full implementation of the Common Core Standards in reading and mathematics to ensure that students are college and career ready.
2. Implement a Full School Day to provide additional opportunities to learn for teachers and students to improve teaching and learning.
3. Ensure that students are college and career ready and formidable competitors in this global economy by Integrating up-to-date technologies to achieve goals.
4. To provide activities to empower parents and build their capacity to be active and accountable participants in their children's learning and academic achievement.

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:	Mary E McDowell 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
Dr. Jo Easterling-Hood	Principal
All Staff Participation	Other
Mary Brister	LSC Member
Rhonda Dabner	Community Member
Angela Fuller	Support Staff
Carol Khou	Classroom Teacher
Charlie McSpadden	Classroom Teacher
David Todd	Parent/ Guardian
Joseph Rosen	Lead/ Resource Teacher
Thomas Walker	Special Education Faculty

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	79.3	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	53.8	55.0	60.0	65.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.2	60.0	65.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.0	40.0	45.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.8	55.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	64.4	70.0	75.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	97.0	98.0					
Misconducts Rate of Misconducts (any) per 100	3.1	2.0	1.0	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	74.2	75.0	80.0	85.0		ISAT - Reading % of students exceeding state standards	16.1	18.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.1	90.0	93.0	95.0		ISAT - Mathematics % of students exceeding state standards	21.0	23.0	24.0	25.0
ISAT - Science % of students meeting or exceeding state standards	79.2	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	16.7	18.0	19.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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>As measured by ISAT 2011, 74% of McDowell students met/exceeded standards in reading and 87% of the students met/exceeded standards in mathematics. In science, 79% of McDowell students met/exceeded standards and the overall composite of the % of students to exceed standards was 18%. The 2011 Value-Added report indicated that the school score in reading is below average (28th percentile) and only average in mathematics (50th percentile). This is an indication that students are not making one month gain per one month instruction. Based on the available data, McDowell has set a rigorous growth goal of 1.5 years per student that will be measured by the NWEA MAP assessment which</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>Using Bloom's Model to increase academic rigor, professional development and collegial conversations are on-going. The principal has developed a monitoring system aligned to the 5 cognitive and knowledge dimensions. Classroom observations are scripted and during post-conferences, teachers color code and chart questions, activities, and assignments. Based on the quantitative data collected, collaboration and reflection of practice occurs. Student achievement benchmarks are analyzed. Teachers needs and interests are determined and professional development is provided based on those needs. Quarterly sessions are held for parents to disseminate achievement data and quarterly curriculum maps are distributed to parents. After the 1st NWEA administration, 100% of the students participate in personal goal setting.</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
Teacher Leadership ----->			3
<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>Every teacher at McDowell School serves on at least one of the following committees or school-wide activities: ILT, Technology Committee, Foreign Language Committee, Male and Female Mentoring, Weekly Teacher Meetings, CIWP collaboration, District-Wide and School Level Gifted Committee, Fine Arts Committee, Union Rep, and/or Grant Writing Committee. During every PD session at least one teacher is on the agenda to share learning or present information on the latest research and/or best practices. All teachers participate and have input on the development of the Theory of Action Plan or the Continuous Improvement Work Plan.</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
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The McDowell School ILT consists of the principal, case manager, gifted program coordinator, clerk, veteran teacher, security officer and engineer. Collaboratively, professional development sessions are planned and data is used to create before and after school programs. Data is used to monitor and adjust classroom instruction based on the CCSS. However, as indicated on the SY 2011 school progress report only 53% of the teachers report that "teachers work together and strive for excellence". This is certainly an area that requires attention by the ILT.</p>	2
Monitoring and adjusting ----->			
<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>Before the school year begins (as soon as ISAT data is available), teachers meet to develop an action plan for the up-coming school year. Students are identified to participate in the following programs developed to increase opportunities to learn: Before-school remediation, during school gifted, and after-school reinforcement. During each and every PD session, teacher teams meet to discuss what is working and what needs work. Teachers review DIBELS data and NWEA data. Students are placed in flexible groups based on RIT bands or progress identifiers. Teachers create</p>	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
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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. 	Using backwards planning McDowell School will be integrating CCSS into instruction. Harcourt reading and math series are used across the curriculum. FOSS Science, Scholastic News, National Geographic, and Weekly Readers are informational texts used across the curriculum. Students are given strategic intervention through curriculum; Gifted program exposure to above grade level materials and instructions are provided along with the Jr. Great Books curriculum. This summer, teams will meet to develop quarterly and yearly scopes based on the CCSS. Special education teachers will be included to ensure that students with disabilities are included.	
	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). 	McDowell School follows a standards-based curriculum that is NOT textbook driven. After curriculum maps and assessments are created, supporting materials that are aligned to the standards are purchased. Special education students receive the same instructional materials. At the end of each year teachers submit an instructional materials "wish list" and if the budget allows, the requests are fulfilled. Technology infusion is one of the priority goals. A recent inventory indicates the need for another lap-top mobile lab and more iPads.	
<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>				

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
<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>All teachers keep assessment binders and classroom data walls are kept current. There is also a NWEA data wall display in the main corridor. Standards and rubrics are attached to every formative and summative assessment. Parents are provided with student data and growth/progress reports throughout the year. Classrooms share current learning on Friday mornings. DIBELS and NWEA are formative assessment systems that are used to monitor student learning on a frequent basis. Through backwards mapping, teachers compile assessment binders each quarter based on the quarterly scope and standards that are to be taught, varied assessments are included. The binder is submitted to the principal and a peer review is conducted to determine standards alignment and rigor as well.</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
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers practice small group instruction in reading – this is a non-negotiable. However, the effective use of reading centers continues to be a challenge. Explicit articulation of learning objectives for the students is not a school-wide practice i.e., deliberate "I Can" statements. Through on-going professional development studying Blooms, the staff is moving towards emphasizing higher order thinking skills for students. Yearly and quarterly scopes ensure purposeful sequencing and alignment of standards and pacing for all teachers.</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
Professional Learning	Intervention ----->			4
	<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>Action plans for struggling students are developed by each classroom teacher based on analysis of DIBELS and NWEA results. McDowell employs the following practices for intervention: small group instruction, one/one and push-in support provided by non-classroom teachers i.e., the counselor, principal, paraprofessionals, misc. employees, and volunteers. Progress monitoring is conducted bi-weekly for the intensive students and every 4 weeks for the strategic students. Struggling students are referred to the school counselor for RTI. To gain support from the parents, student work packets are provided throughout the year and parents have their own page on our website. Resources to help their children succeed are also listed on the school website. The Parent Portal is kept current and is available for parents to track the progress of their children.</p>	
	Whole staff professional development ----->			4
	<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 SIPAAA is a working document. The ILT creates a yearlong focused plan prior to the start of each school year based on an analysis of what worked and what did not work using student growth data as the main metric. Each month, teams meet to discuss the effectiveness of PD's. The principal visits each classroom daily and holds both formal and informal conversations around instructional needs. Teachers are given opportunities to select workshops to attend based on interest. Based on principal observations, some professional development activities may be recommended for certain teachers or staff members. For many of the PD's, team learning occurs and teachers, paraprofessionals, and</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 3:1	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>McDowell teachers develop interdisciplinary units across grade levels, focusing on using formative assessments effectively. Data wall collaboration (grade level continuity with the way data is displayed including behavior systems continuity) is conducted quarterly. McDowell has a committee meeting report form that is used to record information discussed and what action is taken. A copy is kept by the principal and the original is kept by the committee. Committees meet once a month on a regular basis.</p>	
	Instructional coaching ----->			3
	<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>All new teachers are assigned a teacher/coach. The development of PD and professional growth plans are a practice that needs to be reconstituted at McDowell. Teachers are given common prep times to allow opportunities for collaboration. There must be a plan in place to ensure that meaningful collaboration actually takes place. The full day schedules will have to be adjusted to allow opportunities for the entire staff to participate in professional development activities throughout the year. The principal must consistently and frequently provide quality and constructive feedback to teachers.</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 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>In order to build an intentional "college-going" culture, McDowell engages students in the following: Career Day and expansion of academic debates from the gifted program to all intermediate classrooms. More information and emphasis to motivate students' awareness about college is needed. In order to give students opportunities for authentic leadership and a student voice, McDowell teachers should integrate their college experiences into the career readiness conversations. A student council should be implemented where students will be able to share in planning college and career readiness activities i.e., campus visits and/or the</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Male and Female Mentoring Programs address the Illinois Social Emotional Standards. The primary and intermediate departments address behavior consistently. Students with disabilities are integrated into the Fine Arts program (keyboards, choir, ballroom dancing, and guitar). The Junior Great Books curriculum provides multi-cultural reading within the Gifted Program. McDowell has an all-school language awareness program where during the morning exercise, children are taught conversational phrases in the following languages: Spanish, Italian, Japanese, and Chinese. Multicultural experiences include field trips to the Mexican Arts Museum, Italian Sports Museum, and Chinatown. When children misbehave, the Student Code of Conduct is applied as needed. There is a strong</p>	
Behavior & Safety ----->			3	
	<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>Based on the CPS student code of conduct, McDowell has its own Discipline Plan that details how misbehavior is handled at McDowell. Depending on the issue a student can be sent to the disciplinarian or a trip to the counselor. McDowell's brightly colored walls and child-centered decor provides a welcoming school environment. Security is positioned at the front door and visitors are greeted cordially. The primary teachers have a uniform behavior system using color codes of green, yellow, and red. However, the intermediate</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 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. 	Each year at the beginning of the school year McDowell hosts a Parent Back To School Night. Sessions are held by the principal to discuss the SIPAAA and the status of the school using the most current achievement data that is available. Also, during Back To School Night, teachers discuss quarterly scopes and standards that are copied and given to each parent. During the 1st report card pick up in November, DIBELS and/or NWEA data for each student is explained to and discussed with each parent. Because McDowell is only a K-5 school, rigorous attempts are made to ensure that 5th grade students apply for selective enrollment in 6th grade programs. At the beginning of the year all new students are required to attend new student orientation.	
	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. 	Teachers at McDowell are available to meet with parents 4 days per week between 8:30 and 9:00. Teachers all have mailboxes on our phone system where parents can leave a message and teachers will return calls promptly. During back to school night and report card pick-up nights teachers communicate students progress and well as grade-level expectations. Parents are given copies of the quarterly scopes that include standards to be covered for the quarter, types	
Bonding ----->			3	
	<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. 	Families are invited to all school events i.e., the Fine Arts Festival, Annual Education and Fun Fair, Back To School Night, Karaoke Night, field experiences, Mommies and Muffins, Daddies and Donuts, Father and Son Cook-Out, and the Annual Male Mentoring Rummage Sale. Parents are invited to other school events such as the all school science fair, spelling bee, and holiday performances. Chaperone classes are offered to parents who wish to accompany students on field trips. Parents are encouraged to volunteer and notices/requests are placed in the school newsletter. During intersession, family project activities are assigned to students.	

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
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	The school utilizes the expertise of the case manager, social worker, psychologist, nurse, and counselor to provide outreach to parents as needed.	
	College & Career Exploration and election ----->			3
	<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. 	Students participate in Career Day. The Gifted Program provides a venue for students to develop self-directedness, independence, leadership skills, and critical thinking skills necessary for college and career readiness. The school counselor uses the Soft Paw program to introduce career awareness to primary students.	
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. 	Through female and male mentoring as well as varied and numerous field experiences, children are exposed to traditional and non-traditional careers. At our level (Pre-K-5) this is the beginning of college and career readiness.		
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. 	For extracurricular and enrichment opportunities that build leadership, true talent interests, and increase engagement with the school, McDowell has forged the following partnerships and provided the following activities: Strings program (violin in		

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	College & Career Assessments ----->			1
	<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. 	Currently there is not a college and career readiness assessment in place for the Head Start-5th grade population here at McDowell.	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Students are nominated for scholarships (Carson Scholar's Fund) to establish trusts that will be designated to college tuition payments.	
Transitions ----->			4	
	<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. 	McDowell is proud to have one of the few full day Head Start programs in the city. We use school funds to pay for 1/2 of the program not covered by Early Childhood. This program is to ensure that transitions into kindergarten are effective. To make transition from 2nd grade to 3rd grade, benchmark students engage in activities during female and male mentoring to familiarize students with students and teachers of higher grades. During afterschool, students are grouped according to RIT band which is another method to make transitions effective.	

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 ----->			4
	<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. 	Based on our SIPAAA analysis and priority goals, discretionary funds are aligned accordingly and are used to provide before/after school programs, field experiences, and community venues for school events. Grant writing for academic materials and technology is on-going. Focus on innovative technology integration (purchase of iPads, mobile computer lab, additional classroom computers, SMART technologies) is a school-wide priority and is a goal in our Theory of Action Plan.	
	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. 	Interviews are conducted by the principal and appropriate staff members. A protocol is used requiring teacher candidates to demonstrate knowledge of standards and effective instructional strategies. McDowell partners with Teach for America to recruit potential candidates and National Louis University provides teacher trainees for observations and student teachers. This is an avenue to see candidates in action to assess their expertise, philosophy, and commitment.	
	Use of Time ----->			4

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>Common preparation periods allows for maximization of staff collaboration. Team meetings are held weekly and department meetings are held monthly. The ILT team meets quarterly and as needed.</p> <p>Struggling students receive additional opportunities to learn before and after school. McDowell also has a pull-out program that occurs during the guided reading block to provide interventions for struggling students. These services are provided by the counselor, the case manager, and the principal.</p>	

Mission & Strategic Priorities

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

Mission Statement

The mission of the Mary E. McDowell School of International Studies is to provide a high quality educational and instructional program for all students (including Special Education students and gifted students) ensuring that each will reach his/her fullest potential. By doing so, we will prepare students to compete in this high-tech global society. In this spirit all stakeholders will work together to provide experiences to: Enhance Self-Esteem; Encourage innovative and creative expression; Develop cooperative interactions; Challenge students to think, learn, and use information to solve complex problems. In summary our mission is...
 "Academic Excellence

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Full implementation of the Common Core Standards in reading and mathematics to ensure that students are college and career ready.	Based on NWEA results only 54% of McDowell students are at/above grade level in reading and only 39% of the students are at/above grade level in mathematics.
2	Implement a Full School Day to provide additional opportunities to learn for teachers and students to improve teaching and learning.	Overall McDowell students are not achieving one month gain per one month instruction. Value-Added results report that McDowell students are below average in making value-added in reading. Dibels reports indicate that strategic students are not making progress.
3	Ensure that students are college and career ready and formidable competitors in this global economy by Integrating up-to-date technologies to achieve goals.	In the SEF, we received a score of 3 because we recognize the need for more lap-tops, iPads, and computers to provide more effective and differentiated instruction. Students need the ability to access web sites, webinars, Skype, and other media to ensure that 100% of the students are college and career ready.
4	To provide activities to empower parents and build their capacity to be active and accountable participants in their children's learning and academic achievement.	On the SY2011 School Progress Report it is noted that based on teacher surveys, only 49% felt that the school partnered with families and communities.
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
Full implementation of the Common Core Standards in reading and mathematics to ensure that students are college and career ready.	Based on NWEA results only 54% of McDowell students are at/above grade level in reading and only 39% of the students are at/above grade level in mathematics.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will meet over the summer to develop curriculum maps for reading and mathematics using the common core standards.	After School/ Extended Day	All	Principal and staff	Summer 2012			
Primary Students will be assessed using the DIBELS reading BOY benchmark assessment to establish baseline achievement data for the beginning school year.	Instruction	Other student group	Primary Teachers	Quarter 1			
Primary Students will be assessed using the mClass mathematics BOY benchmark assessment to establish baseline achievement data for the beginning school year.	Instruction	Other student group	Primary Teachers	Quarter 1			
Intermediate students will be assessed using the reading NWEA MAP assessment to establish baseline achievement date for the beginning of the year.	Instruction	Other student group	Intermediate Teachers	Quarter 1			
Intermediate students will be assessed using the mathematics NWEA MAP assessment to establish baseline achievement date for the beginning of the year	Instruction	Other student group	Intermediate Teachers	Quarter 1			
Materials will be purchased as resources to fully implement the Common Core Standards.	Instructional Materials	All	Adminstration and Staff	Summer 2012			
Supplemental materials including informational text (periodicals) will be purchased to support the Common Core Standards.	Instructional Materials	All	Adminsitation and Staff	Summer 2012			
Additional opportunities to learn beyond the school day will be provided (reading and mathematics) to fully implement the Common Core Standards and to ensure that students are college and career ready.	After School/ Extended Day	All	Adminstration and Staff	Summer 2012			



Strategic Priority 2



Strategic Priority 3

