



2012-2014 Continuous Improvement Work Plan

Durkin Park Elementary School

Midway Elementary Network

8445 S Kolin Ave Chicago, IL 60652

ISBE ID: 150162990252933

School ID: 610352

Oracle ID: 26831



Mission Statement

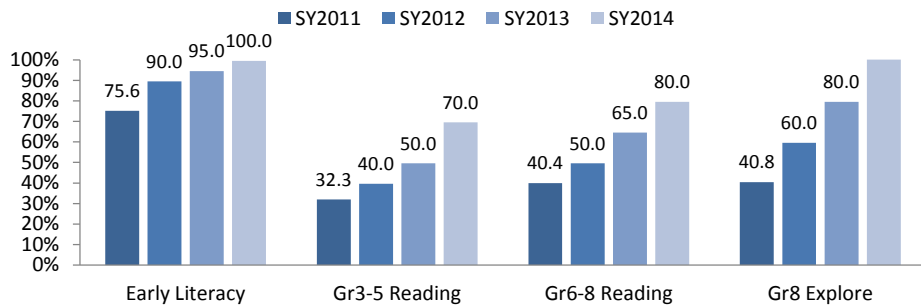
WE AT DURKIN PARK ELEMENTARY BELIEVE OUR STUDENTS WILL PROCESS INFORMATION AND MAKE DECISIONS USING READING, WRITING, LISTENING AND SPEAKING TO SUCCEED IN A GLOBAL SOCIETY WHERE EVERY CHILD IS GIVEN THE OPPORTUNITY, TOOLS, GUIDANCE, AND ENCOURAGEMENT TO EXCEL IN ACADEMICS AND IN LIFE.

Strategic Priorities

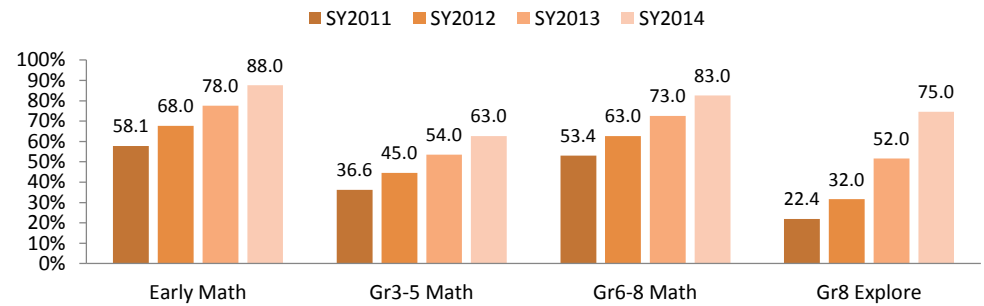
1. Establish alignment with the Common Core goals throughout the curriculum.
2. Continue to maintain the high level of instruction taking place at Durkin Park
3. Implement the Full School Day
4. Increase the Intervention of tier 2 and 3 students and the Bilingual population.
5. Remain a LEVEL I School by keeping the Parent Partnerships and Community Partnerships a mainstay of Durkin Park

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:	Durkin Park 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
Daniel J. Redmond	Principal
Joseph Casillas	LSC Member
Cathy Marin-Rios	Assistant Principal
Helena Branch	Classroom Teacher
Erin O'Neil	Lead/ Resource Teacher
Mary McMahan	Special Education Faculty
Jose Rosales	ELL Teacher
Bernadette Nolan	Parent/ Guardian
Jill Ryan	Classroom Teacher
Leodegaria Reyes	LSC Member
Zulema Juarez	LSC Member
Silvia Tejeda	ELL Teacher



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	75.6	90.0	95.0	100.0		Early Math % of students at Benchmark on mClass	58.1	68.0	78.0	88.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.3	40.0	50.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.6	45.0	54.0	63.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.8	65.0	75.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.6	75.0	85.0	95.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.4	50.0	65.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.4	63.0	73.0	83.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.5	70.0	80.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.8	71.0	81.0	91.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	40.8	60.0	80.0	200.0		Explore - Math % of students at college readiness benchmark	22.4	32.0	52.0	75.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.4	95.8	96.0	96.2					
Misconducts Rate of Misconducts (any) per 100	0.7	0.5	0.5	0.5					

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	74.9	80.0	86.0	90.0		ISAT - Reading % of students exceeding state standards	16.3	20.0	30.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.5	85.0	90.0	95.0		ISAT - Mathematics % of students exceeding state standards	22.0	30.0	40.0	50.0
ISAT - Science % of students meeting or exceeding state standards	75.4	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	6.1	10.0	15.0	25.0

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->				2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Durkin Park has established goals at the beginning of each year based on data from Scantron, Dibels, Idel, Access and Isat scores as well as vertical teacher input. For the past nine years we have tried to meet these goals and although not totally successful each and every year we have reached our overall goal of becoming a Level I school. In order to reach our goals we have created an RTI Liaison person to work with young students to get them making progress, established an Early Riser and Saturday Academy and strengthened our Parent Organizations.</p>		
Principal Leadership ----->					4
<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>We have scored the highest on the Consortium Survey in the area of Leadership. Principal's trust rating is at 98% and the clarity of vision and goals is apparent. The administration is open to parents and the school has a strong BAC, PAC, LSC and Parent Volunteer Organization. Teachers are empowered to lead and make decisions and they have an effective leadership team in place. The school works to empower everyone to succeed.</p>			

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>4</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Yes. Every Teacher is part of their Grade Cluster and take part in their meetings. We keep sign in sheets and minutes of every meeting. Teachers are also required to be part of a Vertical Team like Science, Math, Reading, etc. In addition, all other Teams are open to everyone and everyone is encouraged to attend.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			4
<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>We have an ILT that represents each grade cluster, the Bilingual Department and Special Ed. Within this group we also have the head of the Data Team to help the ILT work on using data to guide where we go with our decisions on curriculum and resources. The ILT has presented PD and worked with Byrne School this past year to do a collaborative series of PD on extended Response. The ILT reports to each Grade Cluster and in turn brings concerns of each cluster back to our meetings. We have begun to reflect on being more efficient and in turn we have been evaluating our work on rolling out the Common Core and the Full School Day. We use data to run our data retreats and do our schoolwide self assessments each year.</p>	
<p>Monitoring and adjusting -----></p>			4
<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>Again, this is a high priority of the school. Data Team members break down data for Grade bands to discuss and also for each grade level and classroom. Teachers meet to study best approaches and discuss ways to improve instruction.</p>	

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	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. 	<p>We are presently working on rolling out the Common Core. We have developed Quarter maps but have not completed the whole year. We hope to accomplish that as we work through the summer. The teachers do collaborate on what they are teaching per grade level and are aligning to the standards. We are in the process of reassessing our materials and evaluating if we need more materials at grade level, etc. We have used our long term planning to establish RTI for the school and work on getting everyone to grade level but it is still a work in progress in the Upper Grades.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>In Progress as we are presently retooling to align with the Common Core Standards.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<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>Teachers are constantly using Data for guidance of instruction. The Primary team uses DIBELS and data retreats and the intermediate and Upper teams use the Scantron CCSS and ISAT data. All data is compiled and stored by teachers in their rooms and a copy is given to the data team. teachers meet quarterly to go over data and discuss where they are and where they need to be. We are aligning classroom assessments to the Common Core.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<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>Discussing objectives daily with students is a work in progress. Teachers do discuss quarter and yearly expectations and objectives well, however. All teachers are constantly using assessments to see how they are doing. These include progress monitoring and chapter tests and teacher projects.</p>	

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	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>We have a model RTI Program already established in the Primary and most of the Intermediate levels. We are trying to expand to Upper Level. Our RTI Person has given support to other schools in the network. We have Data Retreats and the RTI Person works closely with the counselor and Spec Ed TEam.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>We work on PD that is tailored to the needs of the teachers and district. We have worked with Byrne School to bring in a Consultant for an ongoing series of PD for all grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>teachers meet weekly for the first Semester and then bi-weekly after that. They discuss curriculum and new programs being rolled out by the district. All teams include Bilingual and Special Ed Teachers. Some teams work better than others but they all are involved in decision making and innovation and take ownership of what they do. The teams are encouraged to come up with solutions to problems that come up. All teams are led by a member of the ILT></p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers are provided with an in-building mentor to help them in their first two years. Any teacher who is struggling receives intense intervention from the ILT which uses modeling etc. to help them evolve. Every teacher is required to do a colleague observation once a month and write a critique of what they see.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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>Every staff member pushes their students to try their hardest. Some teachers are better at it than others. We are trying to ensure that rigor increases on every level.</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>Durkin Park has been referred to as the happy school by Network Coaches. Every adult is here for the students and they all go the extra mile. Students constantly come back and visit old teachers who they have established relationships with. Durkin Park has few altercations among students and student are taught to respect the differences in one another and to celebrate those differences.</p>	
Behavior & Safety ----->			4	
	<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>School is safe and conducive to learning. Teachers and administration establishes rules and consequences that help keep the school orderly and safe.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	Principal's door is always open to parents. There is an honest effort to inform everyone about what is going on in the school including School Level on Performance Policy, ISAT Standings, Budget, etc. Principal makes himself available for all the parent meetings and sends out constant letters to the parents.	
	Ongoing communication ----->			4
	<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. 	One of the strengths of the school is the fact that we do our best to meet with parents almost immediately if at all possible. We try to meet right away to address any concerns. We also impress upon teachers the responsibility to return phone calls, text messages, etc. on the day they are received if at all possible and not later than 24 hours.	
Bonding ----->			4	
	<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. 	The school and all its personnel work hard at making people feel welcome when they enter the building. We have Open House and Saturday Academy that includes classes for parents. We also have parent volunteers in the school almost everyday.	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School works with families on getting the services they need. We also bring in agencies to help in those areas.	
	College & Career Exploration and election ----->			4
	<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. 	We take the Upper Grades on field trips to college campuses like the University of Illinois in Urbana and the University of Chicago.	
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. 	We are trying to increase the rigor every year so that students will be ready to meet the requirements to be college and career ready.		
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. 	We have a wide variety of after school activities open to all 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
DIMENSIO	College & Career Assessments ----->			
	<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. 		
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
	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. 	<p>We work with all students and parents on making such transitions. We have a counselor who works hard with the 8th grade students and parents on their transition to high school and we work with the other years to expose them to what is expected on the next level.</p>	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				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. 	Schools use of discretionary funding is aligned to the CIPW. LSC is brought in on these decisions. We try to put our resources where data and experience show the most need and biggest benefits.		
	Building a Team ----->				4
<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. 	We have built a pool of applicants through student teaching and the fact that we are constantly beseched with Resumes seeking employment. We have little turnover and we work hard to find the right person when we do have an opening. The process is done with the help of the ILT.			
Use of Time ----->				4	
<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. 	Every teacher is given five preps a week. One per day. Teachers meet regularly for collaboration at that time. Struggling students receive interventions during the day in order to help them succeed. Schedules reflect this for the teacher and student.			

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

WE AT DURKIN PARK ELEMENTARY BELIEVE OUR STUDENTS WILL PROCESS INFORMATION AND MAKE DECISIONS USING READING, WRITING, LISTENING AND SPEAKING TO SUCCEED IN A GLOBAL SOCIETY WHERE EVERY CHILD IS GIVEN THE OPPORTUNITY, TOOLS, GUIDANCE, AND ENCOURAGEMENT TO EXCEL IN ACADEMICS AND IN LIFE.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish alignment with the Common Core goals throughout the curriculum.	By aligning to the Common Core we will increase rigor and move students from the Meets to the Exceeds Category on the ISAT. With a composite 83% in the Meets and Exceeds categories we need to increase the exceeds category. Aligning to the CC will allow us to increase rigor and use of the NAP testing and BOY/EOY testing proposed by the District will allow us to monitor our growth towards that goal.
2	Continue to maintain the high level of instruction taking place at Durkin Park	A school is only as good as its teachers. We intend to use the Teaching Frameworks to increase Teacher effectiveness in the classroom.
3	Implement the Full School Day	This will provide teachers with the time for collaboration and instruction that will allow them to teach the way they want without rushing through everything.
4	Increase the Intervention of tier 2 and 3 students and the Bilingual population.	In order to meet the needs of students who are struggling we need to give them the proper supports to succeed. The fourth and fifth graders generally tend to be the lowest performing group in the school and need this intervention.
5	Remain a LEVEL 1 School by keeping the Parent Partnerships and Community Partnerships a mainstay of Durkin Park	In order to meet the level 1 criteria on the CPS Performance Policy we will have to increase our growth in all categories and maintain our already high marks on the School Survey and other criteria. This will best be accomplished through a continued partnership with our parents and community.



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
Establish alignment with the Common Core goals throughout the curriculum.	By aligning to the Common Core we will increase rigor and move students from the Meets to the Exceeds Category on the ISAT. With a composite 83% in the Meets and Exceeds categories we need to increase the exceeds category. Aligning to the CC will allow us to increase rigor and use of the NAP testing and BOY/EOY testing proposed by the District will allow us to monitor our growth towards that goal.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Meet over the summer and align lessons to the Common Core	Professional Development	All	Principal	Summer 2012	Summer 2012		
Include Common Core in all lesson plans	Instruction	All	Principal/AP	Quarter 1	On-going		
Administer tests at BOY	Instruction	All	Testing Coordinator and Teachers	Quarter 1	Quarter 1		
Administer tests at EOY	Instruction	All	Testing Coordinator and Teachers	Quarter 4	Quarter 4		
Meet to discuss data from tests and to learn to progress monitor	Instruction	All	Teachers	On-going	On-going		
Bring in new materials that are aligned to the Common Core	Instructional Materials	All	ILT/ Principal/AP	Summer 2012	Summer 2012		
Bring in new computer programs aligned to intervention strategies	Equipment/ Technology	All	Tech Coordinator/Principal	Quarter 1	Quarter 1		
Retain the RTI Liaison for our model program	Staffing	Other student group	Principal	Summer 2012	Summer 2012		
Hire teachers for instruction and reduced class size	Staffing	All	Principal/ILT	Summer 2012	Summer 2012		
Purchase supplies for office to run all programs	Supplies	All	AP/Clerk	On-going	On-going		
Copy machine contracts for school/parent communication and to provide resources for instruction.	Parental Involvement	All	Principal/Clerk	Summer 2012	Summer 2012		



Strategic Priority 1

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
Continue to maintain the high level of instruction taking place at Durkin Park	A school is only as good as it's teachers. We intend to use the Teaching Frameworks to increase Teacher effectiveness in the classroom.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hold meetings with faculty to go over new evaluation process	Professional Development	All	Principal/AP/ILT	On-going	Summer 2013		
Observation of teachers according to the new Frameworks	Instruction	All	Principal/AP	Quarter 1	Quarter 4		
Make final evaluations and finish staffing decisions	Staffing	All	Principal/AP	On-going	Quarter 4		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Implement the Full School Day	This will provide teachers with the time for collaboration and instruction that will allow them to teach the way they want without rushing through everything.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire a music teacher to provide for teacher prep times.	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Hire a Librarian to run library and provide teacher preps	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Hire a PE teacher to teach gym and health and provide teacher preps	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Hire an Art teacher to teach art and provide teacher preps	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Hire a tech/computer teacher to teach computer skills and provide teacher preps	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Hire an Arabic Teacher to teach Arabic (World Languages) and provide teacher preps	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Provide a bucket position for teachers to plan out their curriculum for the full school day.	Professional Development	All	ILT/Principal/AP	Summer 2012	On-going		



Strategic Priority 3



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
Increase the Intervention of tier 2 and 3 students and the Bilingual population.	In order to meet the needs of students who are struggling we need to give them the proper supports to succeed. The fourth and fifth graders generally tend to be the lowest performing group in the school and need this intervention.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire an RTI Liaison	Staffing	All	Principal/AP/ILT	Summer 2012	Summer 2012		
Create and have student incentives so students are given the encouragement to succeed	Instructional Materials	All	Teachers/RTI Liaison	On-going	On-going		
Expand program upward to higher grades by hiring an Bilingual RTI Teacher	Staffing	English Language Learners	Principal/RTI Liaison and AP	Summer 2012	Summer 2012		
Purchase Research based Intervention materials and technology programs for instruction.	Instructional Materials	All	RTI Liaison	Quarter 1	On-going		
Purchase Software programs that are research backed intervention programs.	Instructional Materials	All	RTI Liaison	Quarter 1	On-going		
Student Incentives	Other	All	RTI Liaison	On-going	On-going		
Expand Saturday Academy to include intervention classes for struggling students.	After School/ Extended Day	All	Prin/RTI	On-going	On-going		
Create a Parent/Teacher class on how to use intervention strategies in the home.	Parental Involvement	All	Prin/RTI	Quarter 4	On-going		



Strategic Priority 4



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
Remain a LEVEL ! School by keeping the Parent Partnerships and Community Partnerships a mainstay of Durkin Park	In order to meet the level 1 criteria on the CPS Performance Policy we will have to increas our growth in all categories and maintain our already high marks on the School Survey and other criteria. This will best be accomplished through a continued partnership with our parents and community.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Meet to discuss Data	Instruction	All	Prin/Data Chair	Quarter 1	Summer 2013		
Maintain and expand the ILT to continue monitoring all programs at durkin Park	ILT/ Teacher Teams	All	ILT	Quarter 1	Summer 2013		
Continue the strong parent organizations that we presently have. The BAC,PAC,LSC, and Parent volunteers.	Parental Involvement	All	Principal, BLT, Teachers	On-going	On-going		
Increase and strengthen the community partnership we have with the Scottsdale Homeowners Association and the Alderman's office.	Other	All	Principal and Parent Organizations	Summer 2012	Year 2		
Continue the Reading Night, Math Night, and Parent Fall and Spring Get togethers.	Parental Involvement	All	Principal and Parent Organizations	Summer 2012	Year 2		



Strategic Priority 5
