



2012-2014 Continuous Improvement Work Plan

Medgar Evers Elementary School

Rock Island Elementary Network
9811 S Lowe Ave Chicago, IL 60628
ISBE ID: 150162990252193
School ID: 610362
Oracle ID: 26591



Mission Statement

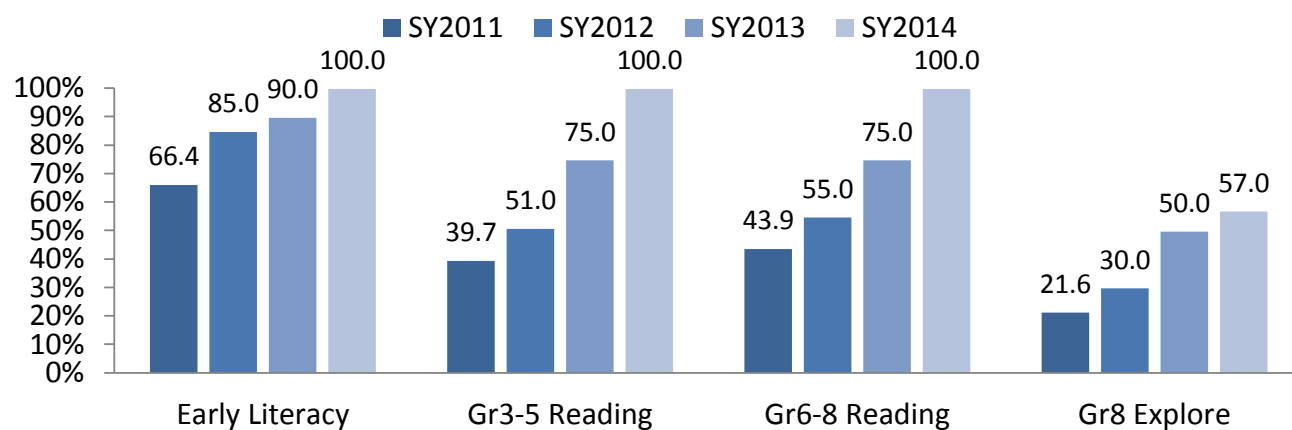
Medgar Evers Fine & Performing Arts School will prepare a rigorous pathway to college and career success for all students in the 21st Century. The mission is to provide and maintain a creative climate wherein all students can develop intellectually, emotionally, artistically and socially to their fullest potential. This will be accomplished through the fusion of academics and fine and performing arts that will provide for the academic, artistic, and cultural development of all students. Through a strong family commitment, in partnership with our school and community we strive to develop students that are lifelong learners and productive global citizens of society.

Strategic Priorities

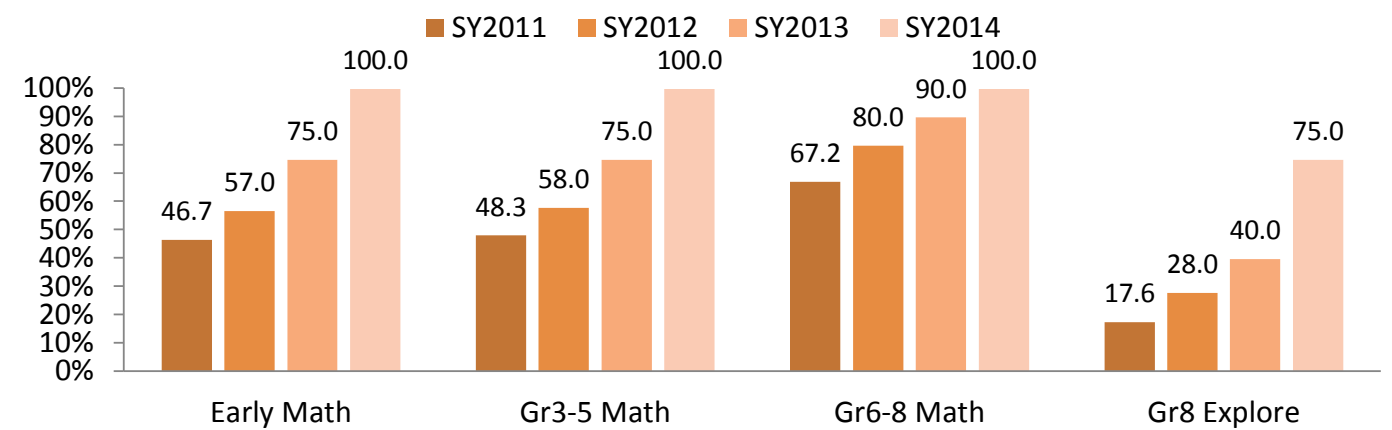
1. Reading - Developing life-long readers for college and career readiness through literary and informational text by building upon content knowledge and improving literacy achievement with a focus on aligning the skills and standards, which will consistently make Adequate Yearly Progress (AYP) and exceeding the standards.
2. Math - Constructing a curriculum that increases the sense of solving every-day mathematical situations through reasoning, constructing, explaining and modeling, whereas students will exceed district and state standards.
3. CASEL - To implement effective programs in social and emotional learning that are developmentally appropriate, and research based, which enhances the learning environment

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:	Medgar Evers 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
Kathleen Singleton	Principal
Terri Thomas	Assistant Principal
Ellen Burns	Counselor/Case Manager
Caprice Walters	Classroom Teacher
Latricia Porter	Classroom Teacher
Yolanda Whitehead	Classroom Teacher
Nickola Underwood	Classroom Teacher
Renee Gorski	Classroom Teacher
Tarah Hunt	Parent/ Guardian
Necole Reid	LSC Member
Joanne Boerner	Other
Dewana Taylor	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	66.4	85.0	90.0	100.0		Early Math % of students at Benchmark on mClass	46.7	57.0	75.0	100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.7	51.0	75.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	48.3	58.0	75.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.1	75.0	85.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	71.9	60.0	75.0	100.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.9	55.0	75.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	67.2	80.0	90.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	60.0	75.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.1	65.0	75.0	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	21.6	30.0	50.0	57.0		Explore - Math % of students at college readiness benchmark	17.6	28.0	40.0	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	94.9	97.0	98.0	100.0					
					Misconducts Rate of Misconducts (any) per 100	18.1	10.0	0.0	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	78.2	87.0	92.0	100.0		ISAT - Reading % of students exceeding state standards	14.8	25.0	35.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	86.4	92.0	95.0	100.0		ISAT - Mathematics % of students exceeding state standards	17.3	27.0	37.0	50.0
ISAT - Science % of students meeting or exceeding state standards	87.5	90.0	95.0	100.0		ISAT - Science % of students exceeding state standards	18.8	28.0	40.0	60.0

School Effectiveness Framework

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	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>In our previous Theory of Action Plan we established goals for the 2011-2012 school year with continuing working progress. Our school currently did not make Adequate Yearly Progress in reading due to only 15 percent of students "exceeding" the standards. Classroom action plans existed; however, they were not targeted towards statistical areas of weaknesses. Therefore, teachers had more whole group instruction instead of differentiated instruction based on district and state data. The school has outlined student achievement goals in the student and teacher handbooks.</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>The principal sends out monthly newsletters to parents and the community and the information is also disseminated on the school's website. Newly hired teachers are given support through the New Teacher's Center for Professional Development. The principal provides substitute coverage for all teachers to attend Network Professional Development. Teachers also attend the Golden Apple science professional development in the summer.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			
<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>Only a core group of teachers contribute to leadership and extra curricular activities within the school.</p>	<p>2</p>

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<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>As outlined in the school-wide calendar the ILT Team meets two times a month. There are weekly scheduled teacher team meetings. The ILT presents data and strategies to staff during professional development workshops. The ILT presented four informational data seminars to parents. On Feb. 4, 2012, teachers went on a data and unpacking the Common Core State Standards retreat.</p>	<p>4</p>
<p>Monitoring and adjusting -----></p>			
<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>Data is analyzed at Teacher Team and ILT meetings. The data is analyzed by administration and the school's Scantron team. Teachers have data walls posted in their classroom. Teachers have data binders for all students. Teachers have started the process of having data conferences with students. Administration presented data to parents.</p>	<p>4</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Curriculum pacing and scope takes place through developing action plans, long and short range goals, quarterly projects and class room yearly syllabi.	
	Instructional materials ----->			4
	<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). 	All grade levels have a set of instructional materials that are aligned with the standards. In addition, teachers utilize ELL materials, Additional Learning Opportunities (ALo), Guided Reading Level Books, Sidewalk Reading, and Supplemental Non-Fiction Books, along with computerized skill-based programs.	
<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 ----->			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>The school analyzes Scantron, DIBELS, Mclass, and ISAT data to guide daily instruction. Teachers will also use Common Core, and NWEA data to also address the curriculum. Using this information, data walls are posted in classrooms, and having a goal of a school-wide data room with all information posted for teachers to evaluate.</p>	

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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>Communication needs to be consistent and effective in posting objectives, developing lesson plans, pacing-charts, reading and math student assessment binders, and data folders for each student.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	Intervention practices include but are not limited to RTI, differentiated small groups, before and after-school remedial and accelerated classes.	
	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. 	Whole group professional development is conducted by Golden Apple, Network Professional Development Sessions, Restructured Calendar, and CPS University.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<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. 	The school utilizes weekly teacher team meetings but there is a set agenda directed by administration. ILT and Teacher Team Meetings will be revised to mirror the Rock Island Network Adaption of Essential Practices.	
	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. 	Newly hired teachers utilize the New Teacher Center. Teachers also receive feedback from Pre and Post Teacher Observation Conferences, Informal Walkthroughs, and PPLC Input.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	The school currently sponsors a Career Fair, Guide Right Teen Program, EXPLORE instruction, We Are Ready High School Preparation, High School Fair, Alumni Male Mentoring, and Girls Empowerment	
	Relationships ----->			3
	<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. 	All students including students with disabilities have an opportunity to participate in any activity that is offered, Heritage/Cultural assemblies, daily morning announcements	
Behavior & Safety ----->			2	
	<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. 	School-wide non-negotiable rules are posted around the school, along with classrooms rules but are not consistent throughout the building. There is open communication between home and school (email, phone or school conferences). The school conducts quarterly parent summits, and student quarterly orientation meetings.	

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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. 	The school has multiple sources of sending out information, which includes but not limited to monthly parent meetings, weekly staff bulletins, rubrics, parent and student handbooks, school website, additional parent-teacher conference day, monthly newsletters, and automatic phone messages.	
	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. 	The school and community engages in ongoing communication for high expectations and goals of the school. The school consistently maintains a high parent attendance level for special events, which are centered around academic and enrichment activities.	
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 establishes a variety of activities such as but not limited to Blackstar Parent Workshops, Family Literacy & STEM Nights, Woodson Library, ASAS Program, Partnership with Chicago Park District and Black McDonalds Association.	

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	Typical School	Effective School	Evidence	Evaluation
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. 	The school provides outreach services to parents such as; referrals to outside social agencies, African American Male Mentoring Program, Girls Empowerment, Chicago Park District, Conflict Resolution thru Metropolitan Social Agency, and Learning for Life-Character Education.	
	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. 	The school sponsors High School Fairs, Career Fairs, Career Occupation Classroom Visits, and Blackstar Motivational Speakers. Before, during and after the school provides Explore classes for grades 6-8. High school and college preparation is provided through the Guide-Right-Teen program	
Academic Planning ----->			2	
<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. 	The school provides such as Guide Right Teen, We Are Ready High School Preparation, and After-school EXPLORE preparation		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The school provides a variety of after school programs such as: After-School All Stars Program, Chicago Park District, Joffery Ballet, Ignite One-Marlons Way, and Middle School Dance.		

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 ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Students participate in programs such as EXPLORE preparation and testing, Scantron testing, high school and career fairs.	
	College & Career Admissions and Affordability ----->			4
	<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. 	The school sponsors High School Fairs, Career Fairs, Career Occupation Classroom Visits, and Blackstar Motivational Speakers.	
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. 	The school provides students and families with Summer Bridge At-home workbooks, summer reading logs, and Kids College computer-based skills program.	

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. 	The school pursues opportunities for outside funding and community partners such as Grant Writing, Black McDonalds Association Partnership, Chicago Park District, and Joffery Ballet.		
	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. 	The school actively partners with Chicago State and Roosevelt University with its Student Teaching Internship. The school has Hiring Steering Committee comprised of administration, teachers and parents, and grade level developmental teams.		
Use of Time ----->				3	
	<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. 	The school schedules weekly teacher team meetings, bi-weekly ILT meetings, leadership team meetings, and RTI teams.		

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

Medgar Evers Fine & Performing Arts School will prepare a rigorous pathway to college and career success for all students in the 21st Century. The mission is to provide and maintain a creative climate wherein all students can develop intellectually, emotionally, artistically and socially to their fullest potential. This will be accomplished through the fusion of academics and fine and performing arts that will provide for the academic, artistic, and cultural development of all students. Through a strong family commitment, in partnership with our school and community we strive to develop students that are lifelong learners and productive global citizens of society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading - Developing life-long readers for college and career readiness through literary and informational text by building upon content knowledge and improving literacy achievement with a focus on aligning the skills and standards, which will consistently make Adequate Yearly Progress (AYP) and exceeding the standards.	To increase yearly gains on district and state standardized testing; move students from below to meets and meets to exceeds; and help students improve reading skills through the use of various reading strategies at or above grade level.
2	Math - Constructing a curriculum that increases the sense of solving every-day mathematical situations through reasoning, constructing, explaining and modeling, whereas students will exceed district and state standards.	To exceed school performance targets in district and state assessments, and to develop and nurture problem-solvers who decipher mathematics as a tool to justify the students' mathematical maturity, and relate to real-life situations.
3	CASEL - To implement effective programs in social and emotional learning that are developmentally appropriate, and research based, which enhances the learning environment	To provide and develop self awareness and self management skills to achieve school and life success through the five SEL competencies. We will continue to integrate the fine arts into core subject areas to enhance the whole student through arts, academics and social skills.
4		
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Reading - Developing life-long readers for college and career readiness through literary and informational text by building upon content knowledge and improving literacy achievement with a focus on aligning the skills and standards, which will consistently make Adequate Yearly Progress (AYP) and exceeding the standards.	To increase yearly gains on district and state standardized testing; move students from below to meets and meets to exceeds; and help students improve reading skills through the use of various reading strategies at or above grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create passages that gradually increase in length, and difficulty	Instruction	All	All Teachers	Quarter 1		Completed	
Conduct conferences with students and make observations that will aid in the increase of identifying and understanding nonsense words	Instruction	All	Primary Teachers	Quarter 1			
Increase form of questioning to include more "Think, Search, and Find" techniques using QAR strategy. Teachers will also work with students to help them select reading books on their lexile levels.	Instruction	All	All Teachers	Quarter 1			
Through the purchase of books by students (1 per quarter), implement school-wide Book-Talks in an effort to help students meet their quarterly reading goals.	Instruction	All	Parents and Teachers	Quarter 1			
Increase independent and require reading on Lexile levels to match student instructional levels.	Instruction	All	All Teachers	Quarter 1			
D.E.A.R. incorporated in daily Reading Blocks to help students read independently.	Instruction	All	All Teachers	Quarter 1			
Explore and implement supplemental instructional resources based on district wide results.	ILT/ Teacher Teams	All	Administration & ILT	Quarter 1			
Create Literature Circles to promote higher order thinking skills in an effort to move students from meets to exceeds.	Instruction	All	All Teachers	Quarter 1			
Action plans will be created by teachers on a quarterly basis in an effort to address the needs of individual students based upon district assessment.	Other	All	All Teachers	Quarter 1			
Create Book Clubs that involves literature and informational texts, which addresses Common Core Standards.	After School/ Extended Day	All	All Teachers	Quarter 1			



Strategic Priority 1

Build fluency rate through Buddy Reading, and Read-Alouds.	After School/Extended Day	All	All Teachers	Quarter 1			
Based upon student interest and district wide assessments, more high interest leveled reading books will be purchased.	Instruction	All	All Teachers	Quarter 1			
Provide individual student reading incentives to promote and monitor the Accelerated Reading Program.	Other	All	Parents, Community, Administration, and Teachers	Quarter 1			
Provide adaptive technology for students as a way of differentiating instruction as indicated on district wide assessments.	Instruction	All	All Teachers	Quarter 1			
Based upon district assessments and teacher recommendations, students will be provided support through RTI.	Instruction	Other student group	All Teachers	Quarter 1			
Create and utilize data walls in an effort to inform, provide individual student conferences, and monitor student progress based upon district assessments.	Other	All	All Teachers	Quarter 1			
Create a data room as a way of tracking student progress and collaborating with teacher colleagues on strategies used to increase student achievement based upon district assessments.	Other	All	All Teachers	Quarter 1			
Incorporate Common Core standards into daily instruction in an effort to target foundational skills on grade level.	Instruction	All	All Teachers	Quarter 1			
Based on special needs students who are below standards in Quartile 1, we will have continuous Professional Development that addresses teaching students with Special Needs	Professional Development	Students With Disabilities	All Teachers	Quarter 1			
General education teachers will utilize one weekly meeting to collaborate with special education teachers to evaluate students, teaching strategies...etc	Other	Students With Disabilities	All Teachers	Quarter 1			
Continuous Professional Development regarding the Common Core Curriculum that will specifically unpack the standards for each grade-level teacher.	Professional Development	All	All Teachers	Quarter 1			
The school will conduct quarterly parent data sessions	Parental Involvement	All	All Teachers	Quarter 1			
The school will implement ongoing parent conferences for students who are below or meeting district and/or state standards.	Parental Involvement	All	All Teachers	Quarter 1			
Continuous professional development that details integrating fine arts into the core curriculum.	Professional Development	All	All Teachers	Quarter 1			



Strategic Priority 1

Requiring one integrated fine arts/reading project that includes a technology component	Instruction	All	All Teachers	Quarter 1			
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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
Math - Constructing a curriculum that increases the sense of solving every-day mathematical situations through reasoning, constructing, explaining and modeling, whereas students will exceed district and state standards.	To exceed school performance targets in district and state assessments, and to develop and nurture problem-solvers who decipher mathematics as a tool to justify the students' mathematical maturity, and relate to real-life situations.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based on special needs students who are below standards in Quartile 1, we will have continuous Professional Development that addresses teaching students with special needs	Professional Development	Students With Disabilities	All Teachers	Quarter 1			
General education teachers will utilize one weekly meeting to collaborate with special education teachers to evaluate students, teaching strategies, etc..	Other	Students With Disabilities	All Teachers	Quarter 1			
Continuous Professional Development regarding the Common Core Curriculum that will specifically unpack the standards for each grade-level teacher.	Professional Development	All	All Teachers	Quarter 1			
Create and utilize data walls in an effort to inform, provide individual student conferences, and monitor student progress based upon district assessments.	Other	All	All Teachers	Quarter 1			
Create a data room as a way of tracking student progress and collaborating with teacher colleagues on strategies used to increase student achievement based upon district assessment.	Other	All	All Teachers	Quarter 1			
Incorporate Common Core standards into daily instruction in an effort to target foundational skills on grade level.	Instruction	All	All Teachers	Quarter 1			
The school will conduct quarterly parent data sessions	Parental Involvement	All	All Teachers	Quarter 1			
Requiring one integrated fine arts/math project that includes a technology component	Instruction	All	All Teachers	Quarter 1			



Strategic Priority 2

The school will implement ongoing parent conferences for students who are below or meeting district and/or state standards.	Parental Involvement	All	All Teachers	Quarter 1			
Continuous professional development that details integrating fine arts into the core curriculum.	Professional Development	All	All Teachers	Quarter 1			
Implement an accelerated class for students who are projected to exceed district and state standards	Instruction	All	All Teachers	Quarter 1			
Response-to-Intervention classes will be implemented for students who are below district and state standards	Instruction	All	All Teachers	Quarter 1			
Differentiated Instruction (small grouping), aligning with NWEA and/or standardized assessments that will move students from meeting to exceeding the standards	Instruction	All	All Teachers	Quarter 1			
Continuous professional development for EveryDay Maththematics program	Professional Development	All	Primary & Intermediate Teachers	Quarter 1			
Apply mathematical principles to solve everyday problems, and real-life situations	Instruction	All	All Teachers	Quarter 1			
Construct viable arguments and critique the reasoning of others	Instruction	All	All Teachers	Quarter 1			
Teachers will use manipulatives and graphic organizers to develop reasoning, and justification of grade-appropriate problems	Instruction	All	All Teachers	Quarter 1			



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
CASEL - To implement effective programs in social and emotional learning that are developmentally appropriate, and research based, which enhances the learning environment	To provide and develop self awareness and self management skills to achieve school and life success through the five SEL competencies. We will continue to integrate the fine arts into core subject areas to enhance the whole student through arts, academics and social skills.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continuous professional development on Social Emotional Learning (SEL)	Professional Development	All	All Teachers	Quarter 1			
Continue and increase male mentoring partnerships	Other	All	Administration	Quarter 1			
Establish female mentoring partnerships	Other	All	Administration	Quarter 1			
Develop a school-wide time frame whereas the SEL curriculum will be consistently taught and evaluated	Instruction	All	All Teachers	Quarter 1			
Design a series of lessons to teach students how to function successfully in the prioritized common area(s).	Instruction	All	All Teachers	Quarter 1			
Prepare a plan for helping teachers clarify their classroom expectations during the first two weeks of school.	Other	All	All Teachers	Quarter 1			
Develop data to help analyze the social, emotional needs of our student population.	Other	All	All Teachers	Quarter 1			
Continue to build on the school's anti-bullying campaign.	Other	All	All Teachers	Quarter 1			
Develop and construct a parent summit regarding the school's CASEL initiative, and provide solid examples of how they can help us help the school to assist students.	Parental Involvement	All	All Teachers	Quarter 1			
Continue Student of the Month acknowledgement breakfast with the principal	Other	All	Administration	Quarter 1			



Strategic Priority 3

