CIWP

2012-2014 Continuous Improvement Work Plan

Mahalia Jackson Elementary School

Englewood-Gresham Elementary Network

917 W 88th St Chicago, IL 60620

ISBE ID: 150162990252046

School ID: 610369

Oracle ID: 26651

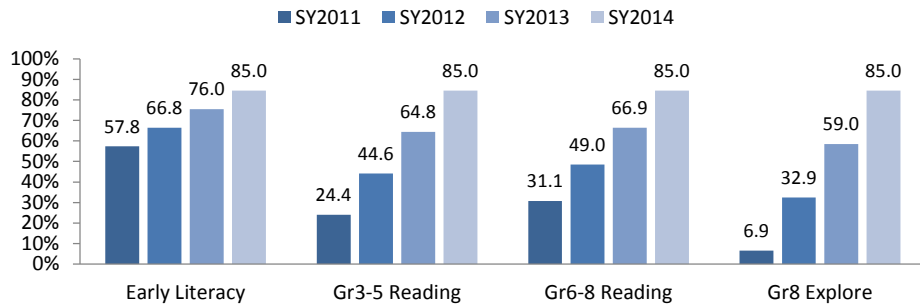CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Mahalia Jackson Elementary School's staff, students, parents and community will continue to provide a safe, nurturing school environment where all students, including those with special needs, will develop to their maximum potential academically, physically, emotionally, and socially. Students will be provided with high qualified skilled teachers, administrators, ancillary and para-professional staff that exhibit an uncompromising commitment to excellence using data to make informed decisions about improving academic performance of students in order to prepare them for high school, college and career readiness.
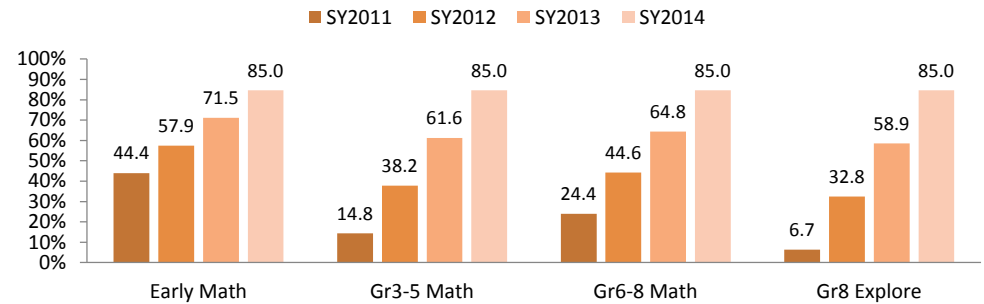
Strategic Priorities

1. Increase the percentage of 2nd - 8th grade students on the Scantron Reading assessment by 10 percentage points in the area of meets to exceeds.

2. Increase the percentage of 2nd - 8th grade students on the Scantron Math assessment by 5 percentage points in the area of meets to exceeds.

3. Increase the percentage of 2nd - 8th grade students on the Scantron Reading assessment by 15 percentage points in the area of below to meets.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	57.8	66.8	76.0	85.0
Gr3-5 Reading	24.4	44.6	64.8	85.0
Gr6-8 Reading	31.1	49.0	66.9	85.0
Gr8 Explore	6.9	32.9	59.0	85.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	44.4	57.9	71.5	85.0
Gr3-5 Math	14.8	38.2	61.6	85.0
Gr6-8 Math	24.4	44.6	64.8	85.0
Gr8 Explore	6.7	32.8	58.9	85.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Mahalia Jackson 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
Flavia Hernandez	Principal
Robyn Jacks-Dubose	Assistant Principal
Sherie Atkins	Special Education Faculty
Denise Folk	Lead/ Resource Teacher
Mary Goodman	Special Education Faculty
Largenete Hawkins	Lead/ Resource Teacher
Angela Johnson	Lead/ Resource Teacher
Gloria Ross-Lacey	Special Education Faculty
Susie McNeal	Classroom Teacher
Shotonia Appling	Parent/ Guardian
Jymmeta Penson	Parent/ Guardian

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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	57.8	66.8	76.0	85.0	**Early Math** % of students at Benchmark on mClass	44.4	57.9	71.5	85.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.4	44.6	64.8	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	14.8	38.2	61.6	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.8	60.2	72.6	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.6	58.1	72.0	85.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.1	49.0	66.9	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	24.4	44.6	64.8	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.1	60.4	72.7	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.2	64.5	74.7	85.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	6.9	32.9	59.0	85.0	**Explore - Math** % of students at college readiness benchmark	6.7	32.8	58.9	85.0

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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	92.5	93.3	94.2	95.0		**Misconducts** Rate of Misconducts (any) per 100	35.7	33.0	30.0	28.0

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	55.9	65.6	75.3	85.0		**ISAT - Reading** % of students exceeding state standards	9.2	34.5	59.7	85.0
ISAT - Mathematics % of students meeting or exceeding state standards	59.1	67.7	76.4	85.0		**ISAT - Mathematics** % of students exceeding state standards	7.6	33.4	59.2	85.0
ISAT - Science % of students meeting or exceeding state standards	75.4	78.6	81.8	85.0		**ISAT - Science** % of students exceeding state standards	15.9	38.9	62.0	85.0

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
Goals and theory of action		-->	**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has a Theory of Action derived using existing data which is regularly referred to and reviewed at meetings including grade level and ILT. Strategic plans exist but need to be reviewed more often. School vision revised in SY2011 to include college and career readiness. The school has suffered some set back this year with their principal on leave for several months and then early retirement. The acting principal has continued to use the previously established goals from the SIPAAA, Theory of Action, Strategic Plans and the EGN priorities for guidance on sustaining the District vision and that established by	
Principal Leadership		-->	**2**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The acting principal was placed in the middle of the year on a temporary basis and thus was unable to establish individual goals with the staff. Principals attended grade level meetings to facilitate, probe discussions and maintain academic focus. Informal and formal observations were conducted to support teachers using the Danielson rubric and Hess Cognitive Rigor Matrix. Conferences were attended by staff to expand their knowledge of instructional strategies and content areas.	

DIMENSION 1:Leadership

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	While numerous committees have been establlished, only a core group of teacher perform and are actively involved: ILDT, PPLC. ILDT have voluntarily met bi-weekly since August of 2011, but the group has decreased from approximately 10 members to 6 teachers even with recent compensation. The ILDT assists in school-wide decision-making and acts in a liasion role with their grade level teams. Two members currently Chair two of the three grade level cycles. Two members represent the school at the EGN ILT PD sessions. The PPLC has worked hard on refocusing their advocacy for instructional rather than operational and management issues. Teachers participate in sharing best practices in schoolwide PD sessions.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILDT (Instructional Leadership Data Team) was originally established by including staff who volunteered time to meet. Over the course of the years, the group has decreased in size mainly representative of the various grade levels, special and general education teachers. The ILDT meets bi-weekly for two hours after school. Three ILDT members chair the 3 grade level cycles on a weekly basis. The ILDT does facilitate communication between the grade level meetings and the ILDTdiscussions. Principal provides information to ILDT that is relevant to district and Network priorities to help in disccusions at the grade levels. This year various district and local distractions have created the need to discuss operational and/or management issues that affect instruction or teacher support. The ILDT has been instrumental in designing the formal professional development for staff on teacher institute and PD days. The ILDT realizes the need to return to their regular routine of analyzing data at each session. The ILDT realizes the need to have representation from the ancillary	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILDT used to regularly review and analyze data. Various district and local priorities have distracted from continuing this practice. ILDT has discussed the need to revisit strategy and system for this practice to continue and be revived. The ILDT will also reiterate the need to continue the regular practice at their grade level cyle meetings.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Curriculum pacing is determined by what is communicated from the EGN office. Teachers have become more conscious for providing learning opportunities to students using informational and complex text. During short increments of time, there may be an all school curriculum pacing chart put in place. Some teachers develop individual units based on their student data. Others follow the curriculum as dictated in their curricular texts. While teachers include collaboration at grade level meetings to adjust for accommodations and modifications to meet students needs, additional training and support is needed in these areas to ensure alignment to CCSS and meetings all students needs. Primary and intermediate utilize Story Town Reading by Harcourt as the core instructional materials. Upper grades use Great Books reading and novels as core instructional materials. Everyday Math is used by primary and intermediate. Connected	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	School is working to align curriculum to CCSS and investigating materials that are aligned to CCSS for future purchases. Curriculum maps and lesson plans offer support necessary for students with disabilities as accommodations and modifications are included. More probably can be done for the low incidence and Hearing Impaired as well as for the students with autism.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		2
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Our school performance scorecard reflects a value-add in reading of .5 and ISAT math value-add of -0.3. Scantron and Common Core Reading and Math data are available immediately following the test. Each test is consistently administered. Team members however, do not bring their data to grade level meetings for review, analysis and discussion. Assessment accommodations and modifications are not always in place for students with disabilities for all tests. Portfolios need to be consistent and reviewed to complement a whole picture of student learning. School lacks lead asssessment and technology Leads to support teachers and students on assessment administration, data analysis and increase data usage.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Ambitious instruction on the My Voice, My School Survey was rated strong. Most teachers provide daily objectives on the board for students to view as well as annnouced at the beginning of their lessons. The Hess Cognitive Rigor Matrix is used to help guide teachers on increasing rigor and high-level questioning. In addition, it is used by the administration to monitor rigor in lesson plans and classroom observations. Sequencing of lessons is driven by a combination of pacing in instructional materials, pacing from EGN, or curriculum maps/instructional focus set by the ILDT. Lesson plans demonstrate whole group as well as small group and differentiated instruction. Some lesson plans include both formative and summative assessments.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has administered DIBELS and STEP. Some staff are beginning to implement various RTI strategies. School is in need of establishing a systematic approach to identify students in need of intervention, implement research based intervention strategies and monitor progress regularly. Progress monitoring is inconsistent across classrooms. Most interventions are in class small group and one on one support provided by the classroom teacher. Some paraprofessionals provide one on one support for some students.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The school has a year-long plan, but agendas are derived just prior to the dates assigned. The latter half of the school year has mainly consisted of aligning priorities to those inserviced by the EGN office which are aligned to district priorities. The school currently does not monitor the effectiveness of professional development delivered, mainly due to time limitations. Teacher collaboration mainly occurs during the grade level and ILDT meetings. Individual coaching of teachers occurs based on need and upon request. Constructive feedback also occurs during pre and post observation conferencing.	

(Professional Learning — row label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Most of the ILDT meetings have included data discussions which are held biweekly after school hours for two hours. Some grade level meetings have included data discussions, but time constraints contributes to its limitations. These occur weekly for 40 minutes, but ancillary staff are not included due to scheduling challenges. Progress monitoring is irregular and inconsistent across classes. The primary department has depended on DIBELS and more recently was trained on STEP. Intermediate use weekly lesson tests and unit tests for summative assessments. More individual teachers take ownership of their assessments and data rather than at team levels. However, planning at grade levels do provide opportunities for general and special education teachers to collaborate. Action plans have been completed, but follow up has been limited to	
	Instructional coaching	--->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	The school does not have a coaching plan that identifies teacher needs, who provides coaching and how often. New teachers are paired up with more experienced teachers and are supported by their grade level cycle team. Teachers do not currently have individual professional development plans tailored to their needs. Teachers mainly receive feedback during pre and post observation conferencing. Some opportunities have been provided for peer observation. A formal schedule is lacking and covering classrooms has been challenging this school year.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Some staff reinforce school expectations for all students to aspire college and career-ready standards. The school has been in transition in various ways this year, but will get back on track to provide a vision that aligns with district priorities. The school is lacking a student council or representative to engage students' voice and establish leadership abilities.	
	Relationships	--->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Some students are able to form bonds with various adults including teachers, support personnel and mentors. Additional work is needed to expand opportunities to reach more students in need of individual support. Students with special needs are included in many general education opportunites and resource classes. After school and social worker programs supplement some students' needs for additional mentoring. A systematic approach is needed to track and monitor which students are receiving additional academic, enrichment and social/emotional supports is needed.	
	Behavior& Safety	--->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	We strive for a safe and positive school climate, implement a detention system and adhere to the student school code of conduct. However, we received a weak in student perception on safety on the My Voice, My School Survey. The school is in need of a schoolwide discipline plan that is supported by all teachers and staff that includes expectations, rewards and consequences for behavior in and out of the classrooms. Teachers have rules, but coherence and consistency is lacking	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations*** -->			**2**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Parent perception on engagement was weak on the My Voice, My School Survey. As a result, Principal has provided high level school performance data to LSC and Title I PAC parents including School and Principal Performance Scorecard, school theory of action, EGN theory of action, ISAT and promotion criteria. Monthly newsletters include notices on progress monitoring, grade reporting, assessments and now CCSS. Teachers in benchmark grades held parent meetings regarding expectations for promotion. Teachers are open to discuss progress and report card data to parents outside of report card distribution schedules. Parent portals are encouraged as a means to montior child's	
	Ongoing communication -->			**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Communication with families includes open house orientation promotion, graduation, report card, progress report, LSC and Title I PAC meetings; newsletters, marquee announcements and parent bulletin notices; monthly workshops with the social worker on social/emotional topics and how to help their child .	
	Bonding -->			**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Attempts have been made to recruit and involve more parents and families, but a core group of people continues to be the active membership. One LSC member has taken the leadership to help promote attendance by upkeeping a bulletin with data graphed. The school is safe, non-threatening and welcoming. Some schoolwide events to engage students and families include the Black and White Ball, end of year picnic and awards assembly, coat and bike donation - giving.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School provides outreach to families mainly during the day. However, monthly workshops targeting interventions, social/emotional and how to help your child topics are held. Parents in need of additional resources do not hesitate to request help from office staff and counselor, case manager.	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Eighth grade teacher and counselor take the lead on providing students and families information for high school opportunities. Activities begin early in the year and continue through the school year. Special education teachers work closely with counselor and families	
Academic Planning	--->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	We are in partnership with high school counselors to expose our 6th - 8th graders to planning, participation, and performance in their college and career aspirations and goals through a rigorous academic program.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school offers basketball and track as part of our sport programs. These serve male and female students from grades 5-8. In addition, through our partnership with the Institute for Positive Education students are offered various enrichment and academic experiences.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments***	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Our students take the EXPLORE assessment in 8th grade. In addition, our students are taking assessments on Achieve3000 and Measuring Up Learning online assessments to prepare for college and career.	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable.	
	Transitions	--->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Special benchmark grade orientation meetings are held to promote a smooth transition to these grades as well promotion requirements. Preschool and Kindergarten teachers will work with the respective colleagues to support the transitions for students in these grades.	

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*** -->			**2**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School budget is aligned to local, EGN and district priorities. School has had long time partnership with Hull House and now replaced with Positive Education which supports both academic and non-acaemedic programming. School has also been a recipient of an annual grant by US Chase Bank. School has held fundraising to supplement sports programs.	
	Building a Team -->			**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	School lost several positions at the beginning of this school year and therefore has had limited needs in hiring new staff. Two vacancies among ESP were quickly filled using background knowledge and experience from staff included for interview committee. One teacher vacancy recently occurred and has a replacement in line as soon as the individual is processed.	
	Use of Time -->			**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Scheduling has been a challenge this year due to the staffing losses experienced by the school. Half-time positions have contributed to these challenges. Teacher collaboration is limited to district PD days, morning meetings, grade level and committee meetings. Struggling students are mainly serviced at the discretion of their classroom teachers during their assigned classes.	

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

Mahalia Jackson Elementary School's staff, students, parents and community will continue to provide a safe, nurturing school environment where all students, including those with special needs, will develop to their maximum potential academically, physically, emotionally, and socially. Students will be provided with high qualified skilled teachers, administrators, ancillary and para-professional staff that exhibit an uncompromising commitment to excellence using data to make informed decisions about improving academic performance of students in order to prepare them for high school, college and career readiness.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase the percentage of 2nd - 8th grade students on the Scantron Reading assessment by 10 percentage points in the area of meets to exceeds.	Based on the 2011 Fall Scantron data, students are further behind in exceeds than a year ago.
2	Increase the percentage of 2nd - 8th grade students on the Scantron Math assessment by 5 percentage points in the area of meets to exceeds.	Based on the 2011 Fall Scantron data, students are further behind in math than in reading compared to a year ago.
3	Increase the percentage of 2nd - 8th grade students on the Scantron Reading assessment by 15 percentage points in the area of below to meets.	based on the 2011 Fall Scantron data, students in the below category increased compared to the same student data a year ago.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the percentage of 2nd - 8th grade students on the Scantron Reading assessment by 10 percentage points in the area of meets to exceeds.	Based on the 2011 Fall Scantron data, students are further behind in exceeds than a year ago.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide planning opportunity for staff.	ILT/ Teacher Teams	All	Principal	Summer 2012			Staff needs time to review data, set goals, strategize and plan for the school year.
Implement Common Core Standards across grades.	ILT/ Teacher Teams	All	Principal	On-going			ILDT and Grade Level Chairs, Literacy and Math Leads will plan strategy.
Reduce class size.	Instruction	All	Principal	On-going			Continue staffing teachers to reduce class size.
Provide students with literacy leveled books.	Instructional Materials	All	Curriculum Committee	Summer 2012			Committee will inventory, review CPS recommended materials and decide on.
Provide computer based intervention program for students.	Equipment/ Technology	All	Curriculum Committee	Summer 2012			Committee will review CPS recommended options and participate in decisionmaking.
Provide intervention training for staff.	Professional Development	All	Principal	Quarter 1			To ensure all staff participates first quarter ideal after school begins.
Provide opportunities to staff for common planning.	Professional Development	All	Principal	On-going			Review schedules to ensure for smooth scheduling for common planning.
Provide professional opportunites for staff.	Professional Development	All	Principal	Quarter 1			Open bucket for substitutes for peer observation, attending workshops and seminars, internal PD.
Update equipment to facilitate student learning.	Equipment/ Technology	All	Engineer	Summer 2012			Inventory and update as needed.
Conduct observations to provide feedback.	Other	All	Principal & AP	On-going			Regular observations and walkthroughs will be conducted for ongoing feedback.
Purchase professional books.	Professional Development	All	Principal	Summer 2012			Review, discuss and engage in professional book talks on research based strategies.
Provide support for teachers in literacy and math.	Professional Development	All	Principal	On-going			Provide bucket for coaching support using data for teachers in literacy and math.
Provide students with incentives to motivate and support learning.	Other	All	Principal	On-going			Provide transportation and admissions to support field trips connected to literacy and math.

Strategic Priority 1

Provide students with incentives to motivate attendance and punctuality.	Other	All	Attendance Committee	On-going			Purchase incentives to reward for perfect attendance and punctuality.
Provide for safe environment for students	Other	All	Principal	On-going			Provide bucket for security during after school and/or Saturday programs.
Provide support for recess supervision.	Other	All	Principal	On-going			Provide parent workers to assist during recess and/or entry/dismissal.

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
Increase the percentage of 2nd - 8th grade students on the Scantron Math assessment by 5 percentage points in the area of meets to exceeds.	Based on the 2011 Fall Scantron data, students are further behind in math than in reading compared to a year ago.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide planning opportunity for staff.	ILT/ Teacher Teams	All	Principal	Summer 2012			Staff needs time to review data, set goals, strategize and plan for the school year.
Implement Common Core Standards across grades.	ILT/ Teacher Teams	All	Principal	On-going			ILDT and Grade Level Chairs, Literacy and Math Leads will plan strategy.
Provide math teacher in upper grades 6-8.	Instruction	Other student group	Principal	On-going			Continue staffing of math teacher for upper grades.
Provide students with calculators.	Supplies	All	Curriculum Committee	Summer 2012			Committee will inventory, review CPS recommended materials and decide on.
Provide computer based intervention program for students.	Equipment/ Technology	All	Curriculum Committee	Summer 2012			Committee will review CPS recommended options and participate in decisionmaking.
Provide intervention training for staff.	Professional Development	All	Principal	Quarter 1			To ensure all staff participates first quarter ideal after school begins.
Provide opportunities to staff for common planning.	Professional Development	All	Principal	On-going			Review schedules to ensure for smooth scheduling for common planning.
Provide professional opportunites for staff.	Professional Development	All	Principal	Quarter 1			Open bucket for substitutes for peer observation, attending workshops and seminars, internal PD.
Update equipment to facilitate student learning.	Equipment/ Technology	All	Engineer	Summer 2012			Inventory and update as needed.
Conduct observations to provide feedback.	Other	All	Principal & AP	On-going			Regular observations and walkthroughs will be conducted for ongoing feedback.
Provide support for teachers in literacy and math.	Professional Development	All	Principal	On-going			Provide bucket for coaching support using data for teachers in literacy and math.
Provide students with incentives to motivate and support learning.	Other	All	Principal	On-going			Provide transportation and admissions to support field trips connected to literacy and math.

Strategic Priority 2

Provide students with incentives to motivate attendance and punctuality.	Other	All	Attendance Committee	On-going			Purchase incentives to reward for perfect attendance and punctuality.
Provide for safe environment for students	Other	All	Principal	On-going			Provide bucket for security during after school and/or Saturday programs.
Provide support for recess supervision.	Other	All	Principal	On-going			Provide parent workers to assist during recess and/or entry/dismissal.

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
Increase the percentage of 2nd - 8th grade students on the Scantron Reading assessment by 15 percentage points in the area of below to meets.	based on the 2011 Fall Scantron data, students in the below category increased compared to the same student data a year ago.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide planning opportunity for staff.	ILT/ Teacher Teams	All	Principal	Summer 2012			Staff needs time to review data, set goals, strategize and plan for the school year.
Implement Common Core Standards across grades.	ILT/ Teacher Teams	All	Principal	On-going			ILDT and Grade Level Chairs, Literacy and Math Leads will plan strategy.
Reduce class size.	Instruction	All	Principal	On-going			Continue staffing teachers to reduce class size.
Provide students with literacy leveled books.	Instructional Materials	All	Curriculum Committee	Summer 2012			Committee will inventory, review CPS recommended materials and decide on.
Provide computer based intervention program for students.	Equipment/ Technology	All	Curriculum Committee	Summer 2012			Committee will review CPS recommended options and participate in decisionmaking.
Provide intervention training for staff.	Professional Development	All	Principal	Quarter 1			To ensure all staff participates first quarter ideal after school begins.
Provide opportunities to staff for common planning.	Professional Development	All	Principal	On-going			Review schedules to ensure for smooth scheduling for common planning.
Provide professional opportunites for staff.	Professional Development	All	Principal	Quarter 1			Open bucket for substitutes for peer observation, attending workshops and seminars, internal PD.
Update equipment to facilitate student learning.	Equipment/ Technology	All	Engineer	Summer 2012			Inventory and update as needed.
Conduct observations to provide feedback.	Other	All	Principal & AP	On-going			Regular observations and walkthroughs will be conducted for ongoing feedback.
Purchase professional books.	Professional Development	All	Principal	Summer 2012			Review, discuss and engage in professional book talks on research based strategies.
Provide supplies as needed for homeless.	Supplies	Other student group	Counselor	On-going			Provide funds for supplies needed for homeless as needed.
Enhance the early childhood program.	Instruction	Other student group	Preschool Teacher	On-going			Provide funds for supplies, books, nutrition, transportation and admissions.

Strategic Priority 3

Provide support for teachers in literacy and math.	Professional Development	All	Principal	On-going			Provide bucket for coaching support using data for teachers in literacy and math.
Provide students with incentives to motivate and support learning.	Other	All	Principal	On-going			Provide transportation and admissions to support field trips connected to literacy and math.
Provide students with incentives to motivate attendance and punctuality.	Other	All	Attendance Committee	On-going			Purchase incentives to reward for perfect attendance and punctuality.
Provide for safe environment for students	Other	All	Principal	On-going			Provide bucket for security during after school and/or Saturday programs.
Provide support for recess supervision.	Other	All	Principal	On-going			Provide parent workers to assist during recess and/or entry/dismissal.

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan ## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
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