Robert Lindblom Math & Science Academy HS

Southwest Side High School Network

6130 S Wolcott Ave Chicago, IL 60636

ISBE ID: 150162990250833

School ID: 610391

Oracle ID: 46511
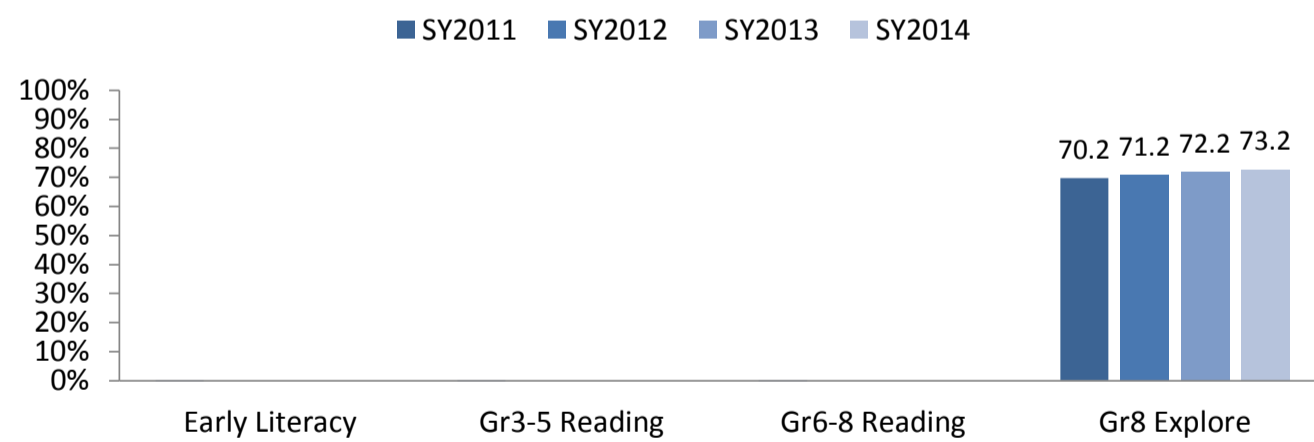
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Mission Statement

Through a dynamic curriculum, incorporating unique math and science opportunities, our mission is to empower students to become independent thinkers in a collaborative learning environment. We will nurture each student's contributions to local and global communities by promoting personal responsibility, service, and intellectual and social growth.
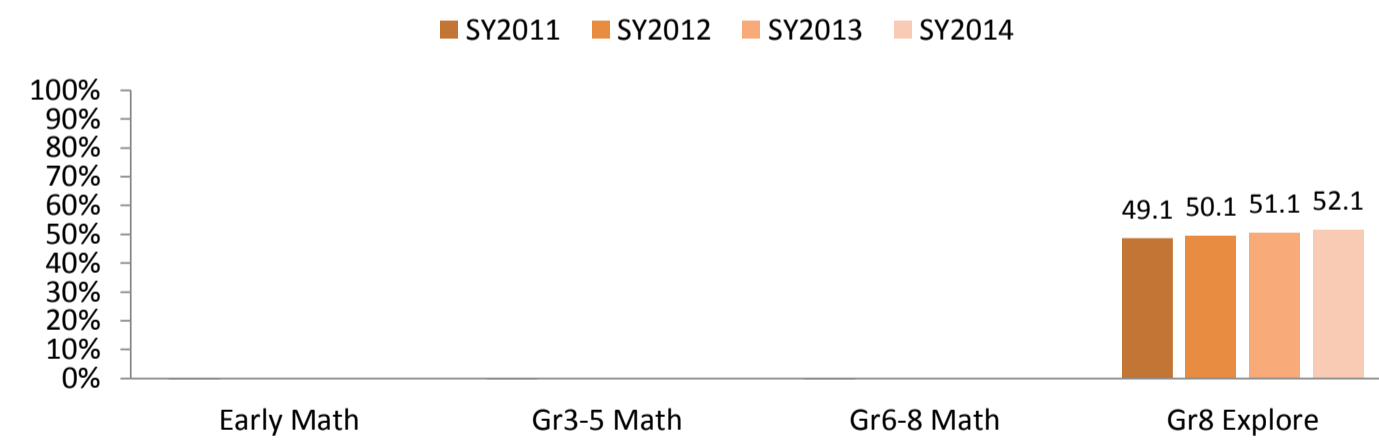
Strategic Priorities

1. Through the Curriculum Framework Project, horizontally align 10th grade courses and curriculum with the College Readiness Standars with an emphasis on reading skills in all subject areas.

2. Take a more systematic approach to interventions at the freshman level by screening students based on EXPLORE scores and fall grades.

3. Through teacher leaders, align professional development with growth goals.
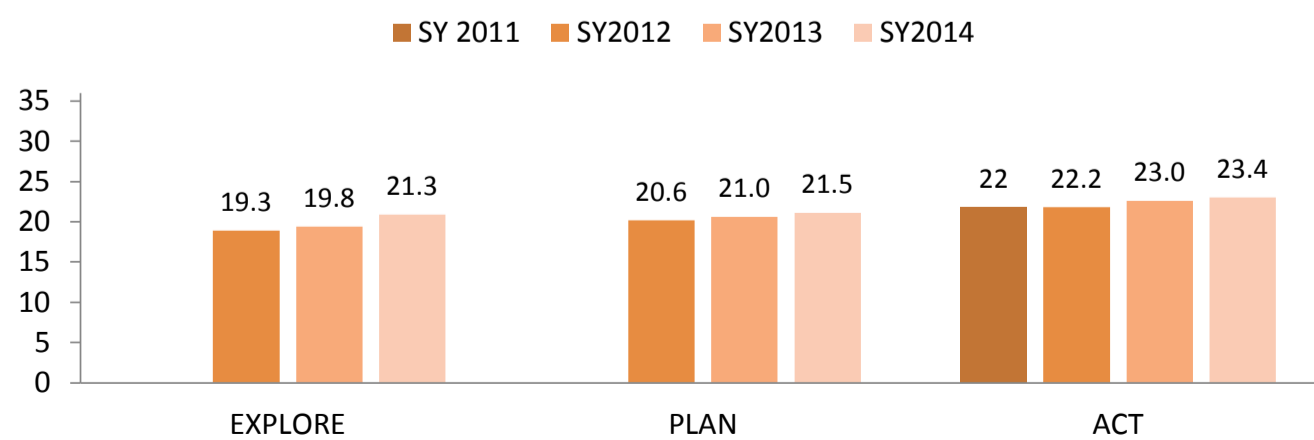
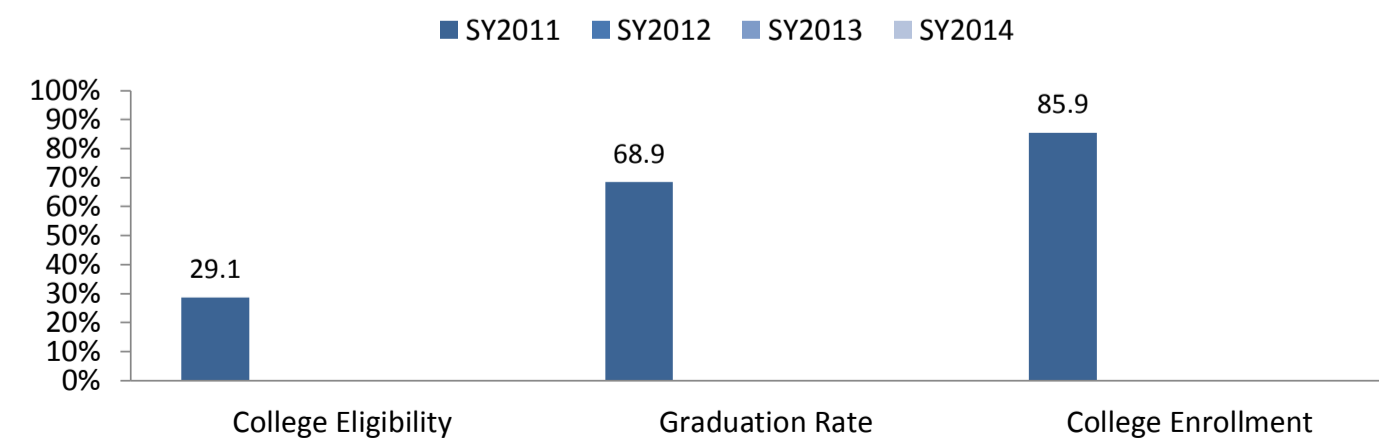## School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011				70.2
SY2012				71.2
SY2013				72.2
SY2014				73.2

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011				49.1
SY2012				50.1
SY2013				51.1
SY2014				52.1

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY 2011			22
SY2012	19.3	20.6	22.2
SY2013	19.8	21.0	23.0
SY2014	21.3	21.5	23.4

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	29.1	68.9	85.9

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:	Robert Lindblom Math & Science Academy HS

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
Alan Mather	Principal
Kelly Mest	Assistant Principal
Molly Myers	Lead/ Resource Teacher
Nathan Diamond	Classroom Teacher
Karen Fitzpatrick	Counselor/Case Manager
Amy Mills	Counselor/Case Manager
Mary Franklin	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA					**Early Math** % of students at Benchmark on mClass	NDA			

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	70.2	71.2	72.2	73.2		**Explore - Math** % of students at college readiness benchmark	49.1	50.1	51.1	52.1

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.7	97.7			**Misconducts** Rate of Misconducts (any) per 100	2.1			

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	100.0	100.0	100.0	100.0	**ISAT - Reading** % of students exceeding state standards	37.6	38.6	39.6	40.6
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0	**ISAT - Mathematics** % of students exceeding state standards	61.7	62.7	63.7	64.7
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0	**ISAT - Science** % of students exceeding state standards	35.2	36.2	37.2	38.2

High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		18.3	19.3	19.8	21.3
10th Grade - PLAN Average PLAN score		19.6	20.6	21.0	21.5
11th Grade - ACT Average ACT score	22.2	19.8	22.2	23.0	23.4

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	29.1			
5-Year Graduation Rate % of students who have graduated within 5 years	68.9			
College Enrollment % of graduates enrolled in college	85.9			

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.7	1.7
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.4	2.4

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.7	97.7		
Freshman On-Track % of Freshman Students on-track	83.3	88.3	93.3	98.3

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	2.1			
Sophomore On-Track % of Sophomore students on track	91.3	96.3		

High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	81.2	82.2	83.2	84.2	**PSAE Reading** % of students exceeding state standards	7.2	8.2	9.2	10.2
PSAE Mathematics % of students meeting or exceeding state standards	85.5	86.5	87.5	88.5	**PSAE Mathematics** % of students exceeding state standards	2.9	3.9	4.9	5.9
PSAE Science % of students meeting or exceeding state standards	63.8	64.8	65.8	66.8	**PSAE Science** % of students exceeding state standards	4.3	5.3	6.3	7.3

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
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.	Through a variety of structural practices, Lindblom sets a clear theory of action and measurable goals through skill based common assessments, the review of standardized test data, and the review of data from the consortium survey that puts a laser like focus on student success.	
Principal Leadership	--->		**4**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal holds meeting for faculty at the start of the year and sets clear priorities. Oberservations are shared. Administrators and peers regularly visit other classroom both formally and informally. Focus is on higher order thinking and skill development. At ALSC, school data is shared. Parents keep a blog to inform others of events and data and principal keeps large email database of parents and disseminates information via email distribution list.	

DIMENSION 1:Leadership

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• 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	81% of our teachers serve in leadership roles throughout the school - including house leaders, CFP grade level leaders, ILT members, department chairs, committee leaders and others. Equity of vioice is for all faculty and staff members is a priority at Lindblom. Because this in not always a practical aspect of all faculty faculty meetings, we support additional platforms for faculty to voice opinions, concerns, question; these include blogs, teacher forums, wallpaper work space in the faculty lounge, and smaller meetings. Protocols are put into place to ensure equity of voice. Teachers are encouraged to participate in professional development and share their learning and best practices with their peers. This is done more informally through department meetings, but is also done on a school wide scale at the beginning at end of each school year where 2 days are devoted to sharing of best practices and professional development learning.	

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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 ILT is comprised of faculty from all disciplines, grade levels, and departments - including special education, counseling, auxillary staff - in effort to utilize the expertise of faculty to make decisions that meet the needs of all students. The ILT engages all faculty members in making key decisions for improvement of the school. In the summer of 2011, the ILT lead faculty discussions around adopting the CFP (Curriculum Framework Project). More recently, the ILT led faculty members in creating a new schedule for the full school day that better fulfills our mission and vision for Lindblom.	
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.	Data, including ACT, Explore, Plan, Selective Enrollment tests, AP scores, and grades are analyzed and used to make decisions around curriculum, instruction, course sequence, student placement, and support. For the 2011-2012 school year, students were placed in support colloquia based on performance on performance in previous year's core courses. LMSA's adoption of the CFP was based on ACT and AP data.	

Date Stamp November 22, 2012

School Effectiveness Framework

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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.	Course teams work together to plan curriculum units and write common assessments aligned to the College Readiness Standards. In the ninth grade, all courses are organized thematically by quarter and aligned to the College Readiness Standards. Because all of our courses are honors or AP classes, the texts used for instruction go beyond grade level.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level team and course team utitlizes instructional materials that are aligned with the College Readiness Standards. In seventh through tenth grades, grade level team members utilize the same class structure and utlize the same instructional materials around reading.	

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	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School wide data is immedietly made available to faculty. For seventh through tenth grade, data around commons is collected and distributed to teachers. The move towards standards based assessments in the 9th grade has led to a variety of assessment tools for teachers.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction		--->	**4**
• 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.	Curriculum in all classes is vertically aligned. Curriculum is also aligned horizontally for 9th and 10th graders. Vertical alignment of skills is based on the College Readiness Standards. This is best illustrated in the 9th grade classes where all teachers in every discipline focus on specific set of reading and writing skills to be built upon in the sophomore year: main ideas, supporting details, meanin of words in context, and MIEL-con were skills that were taught and reinforced in all 9th grade classes. Objectives for each unit are made clear to students and reinforced throughout the unit. Students are able to track their own progress based on teacher feedback and assessments that clearly indicate whether or not they have have met said objectives.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Interventions for 7-10 graders include tutoring before school, after school, and during lunch, additional academic support colloquia, small group instruction, and additional one on one tutoring time during intersessions. These interventions are organized through the house/academy structure for 7-10 graders. This is an area with need for improvement for our 11-12 graders.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Although we have whole staff professional development, it is not directly aligned with growth goals. Most of our whole staff professional development is around use of technology in the classroom. Although use of technology is a prioritiy at Lindblom, it has yet to be directly connected to our goals. A great deal of professional development comes from departmental articulation of needs in conjunction with discussions with administration.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***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.	Our grade level teams meet regularly - weekly and quarterly to plan weekly instruction and common assessments. Grade level teachers for 7-10 meet weekly to discuss students receiving intervention attention; this is done across all disciplines. Each team has an experienced NBCT as a team leader.	
	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.	Instructional coaching is usually dedicated to a small number of teachers - those that are new or have demonstrated need. All new teachers to Lindblom participate in a shadow day, where they follow a student for the entire day. Peer observation takes place on a regular basis and teachers are encouraged to participate in professional development. Although teachers receive quality feedback, it is not done on a consistent basis.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**4**
	• 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	Our curriculum and courses are aligned to the College Readiness Standars. All staff members reinforce in and out of the classroom that expectation that Lindblom students attend college. All senior students are placed in a college colloquium that focuses on the FAFSA, college applications, scholarships, and a college portfolio. We also host one of the largest college fairs in the city where all students, 7-12 grades, attend. In the spring prior to their senior year, juniors participate in a Kickoff to College, which is hosted by our counseling department.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Although we have not reached every student in the building, most of our students have an adult advocate in the building who cares about them. This is indicated in last My Voice, My School survey where 78% of our students indicated that Student-Teacher Trust is strong. Students with disabilities are supported by the school community and engaged in the school community. This is best illustrated through our music and art programs, where students with disabilities are part of performance groups. Our Best Buddies colloquium also works to bridge the gap between or general education students and our special education students.	
	Behavior& Safety	-->		**4**
	• 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.	Disciplinary issues are handled consistently throughout the school. Our most frequent disciplanary issues are violation of the honesty and integrity policy and cell phone policy violations. These incidents are reported to the dean and handled promptly and consistently. Lindblom is seen by students as a safe environment. In the last My Voice, My School survey, 86% of students reported feeling very safe in their classes and 63% reported feeling very safe in the hallways and bathrooms	

2012-2014 Continuous Improvement Work Plan

CHICAGO PUBLIC SCHOOLS | CPS

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	On Back To School night, teachers provide course syllabi and samples of student work so that parents are aware of course expecataions and what successfully meeting a standard looks like. For graduating 8th graders, parent meetings are held quarterly to go over high school options and help students transition to another school if they so choose. Although school performance data is distributed to paretns, we must do a better job of explaining to parents its relevance to their children.	
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.	Teachers, adminstrators and supporting staff regularly communicate with parents regarding student expectations and progress. In grades 7-9, teachers and couselors regularly meet with parents of struggling students to set up goals and academic supports. Email is the method of communication most often used by teachers and parents.	
Bonding	-->		**4**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Our building is open to students from 6:30AM to 8:00PM. We a host a number of events that are open to the community and we allow community organizations to host events at Lindblom. Parents are at Lindblom for events like Back to School night, band and choir concerts, talent shows, dances, world language performances, college fair, and special presentations. Our parents volunteer regularly.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff conducts home visits - mostly for special education students - for students/families in need of additional supports and interventions. Our school alsoe works closely with Hartgrove and Ada S. McKinley for students/families needing additional services.	
College & Career Exploration and election	--->		**4**
• 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.	Lindblom hosts one of the largest college fairs in the city. All students, 7-12 grades, participate in the college fair. During the spring of their junior year, students and parents participate in the Kickoff to College. During their 12th grade year, all seniors participate in the college colloquium. Through our	
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.	Rigorous course work with academic supports leads to ours students being prepared for college. Each year our AP program has grown in most subjects, including AP Chinese. AP scores are evaluated to determine student success and how to best support students in the future.	
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.	All students that are academically eligible are encourages to particpate in extra-curricular activities. This includes traditional athletics and clubs, but also new areas where there are enough students that are interested - anime club, strategy game club, etc.	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*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.	All of our students take the EXPLORE, PLAN, and ACT. Students are prepared through a rigorous curriculum that is aligned with the CRS. All juniors are enrolled in an ACT colloquium. All sophomores take the PSAT and some of our students take the SAT.	
	College & Career Admissions and Affordability	--->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Our counesling department hosts college workshops and FAFSA workshops mutliple times throughout the year. These are open to juniors and seniors. The workshops are held in the morning, during lunch, and in the evening to give parents more access to them. We utilize Naviance to keep parents informed and up to date on the college process.	
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	For transitions from 8th to 9th grades, we hold parent workshops quarterly to prepare students for movement into high school. For our incoming 9th graders, we hold parent and student orientations in the summer to help both parents/students prepare for the schedule and rigor at Lindblom. We have also participated in Freshmen Connection. For high school students, when possible, students are connected with Lindblom alumni to help with the transition to college.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	--->		**4**
	• 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.	We see one of our greatest student needs as controlling class size - keeping them reasonable in size; therefore, most of our discretionary funds are used to purchase additional positions in core subject areas - math, english, and science.	
	Building a Team	--->		**4**
	• 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.	Hiring is based on student need and programming priorities. We actively work to build potential candidates through student teaching and internships. For this school year, one our new hires was a successful student teacher from the previous year. We also hosted an intern in our couseling department this year. Interviews for a candidate are a multiple ste process which includes a writing sample based on our mission/vision, an interview with the principal and a school team, and at least one observation of classroom instruction.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	We are on a Track E calendar and follow a 4 day block schedule with a colloquium day on Wednesdays. This schedule is based on student needs, including academic supports. This schedule also allows for house/academy meetings for grades 7-10 during the week and for faculty/staff/team meetings on colloquium days.	

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

Through a dynamic curriculum, incorporating unique math and science opportunities, our mission is to empower students to become independent thinkers in a collaborative learning environment. We will nurture each student's contributions to local and global communities by promoting personal responsibility, service, and intellectual and social growth.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Through the Curriculum Framework Project, horizontally align 10th grade courses and curriculum with the College Readiness Standars with an emphasis on reading skills in all subject areas.	Because our 9th grade curriculum is already aligned to the CRS, aligning our 10 grade curriculum horizontally will allow us to focus on common reading skills and goals across the 10th grade curriculum, ensuring growth for our students in reading
2	Take a more systematic approach to interventions at the freshman level by screening students based on EXPLORE scores and fall grades.	We have a need to improve our freshman on track rate. Although we currently have an intervention plan in place, using data to drive interventions and track their effects will help us create a better approach to keeping struggling freshmen on track
3	Through teacher leaders, align professional development with growth goals.	In order to meet growth goals in areas like reading, we will need to provide professional development to all faculty members in order to implement effective reading strategies in the classroom.
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
Through the Curriculum Framework Project, horizontally align 10th grade courses and curriculum with the College Readiness Standars with an emphasis on reading skills in all subject areas.	Because our 9th grade curriculum is already aligned to the CRS, aligning our 10 grade curriculum horizontally will allow us to focus on common reading skills and goals across the 10th grade curriculum, ensuring growth for our students in reading

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher led professional development on CRS (college readiness standards) to all 10th grade teachers	Professional Development	Other student group	CFP Leadership Team	Summer 2012	Quarter 1		
In each course, review exsisting curriculum for alignment with CRS	ILT/ Teacher Teams	Other student group	10th grade teacher teams	Summer 2012	Quarter 1		
Teacher teams create quarterly thematic units attached to CRS reading skills	ILT/ Teacher Teams	Other student group	10 grade teacher teams	Summer 2012	On-going		
Teacher teams create quarterly reading assessments around aligned themes/curriculum	ILT/ Teacher Teams	Other student group	10th grade teacher teams	Summer 2012	Quarter 4		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Take a more systematic approach to interventions at the freshman level by screening students based on EXPLORE scores and fall grades.	We have a need to improve our freshman on track rate. Although we currently have an intervention plan in place, using data to drive interventions and track their effects will help us create a better approach to keeping struggling freshmen on track

Action Plan   ## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review anecdotal intervention data from 2011-2012	ILT/ Teacher Teams	Other student group	Freshman House Leaders	Summer 2012	Summer 2012		
Review freshman on track data from 2011 - 2012	ILT/ Teacher Teams	Other student group	Freshman House Leaders	Summer 2012	Summer 2012		
Review EXPLORE scores, grades, and selective enrollment data for incoming freshman and place students according to scores	Other	Other student group	Freshman House Leaders / Prorgrammer	Summer 2012	Summer 2012		
Create a timeline for interventions	ILT/ Teacher Teams	Other student group	Freshman House Leaders/ Freshman Counselors	Summer 2012	Summer 2012		
Collect quantative data around freshman interventions	ILT/ Teacher Teams	Other student group	Freshmen Teachers	Quarter 1	Summer 2013		
Analyze and distribute data collected throughout 2012-2013 academic year	ILT/ Teacher Teams	Other student group	Freshmen House Leaders	Summer 2013	Summer 2013		

Strategic Priority 2

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
Through teacher leaders, align professional development with growth goals.	In order to meet growth goals in areas like reading, we will need to provide professional development to all faculty members in order to implement effective reading strategies in the classroom.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher led professional development on reading instruction to each grade band	Professional Development	All	ILT	Summer 2012	On-going		

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