CIWP

2012-2014 Continuous Improvement Work Plan

Marine Military Math and Science Academy

West Side High School Network

145 S Campbell Ave Chicago, IL 60612

ISBE ID: 150162990250842

School ID: 610502

Oracle ID: 49151

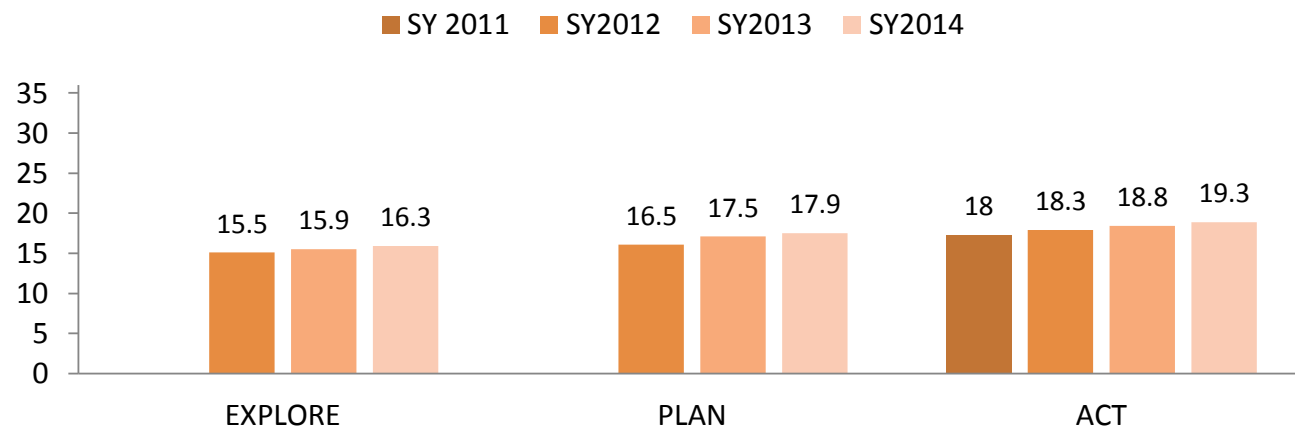**CHICAGO PUBLIC SCHOOLS | CPS**

Mission Statement

Our Mission at Marine Math and Science Academy is to empower students to meet and exceed academic standards through a challenging and engaging curriculum. The military component is woven into our curriculum to motivate students to become better scholars, leaders and citizens. All cadets will be prepared for a post-secondary education or a career in the diverse work force. We will make every effort to provide a safe learning environment that will enable our students to fulfill their learning potential and personal goals.
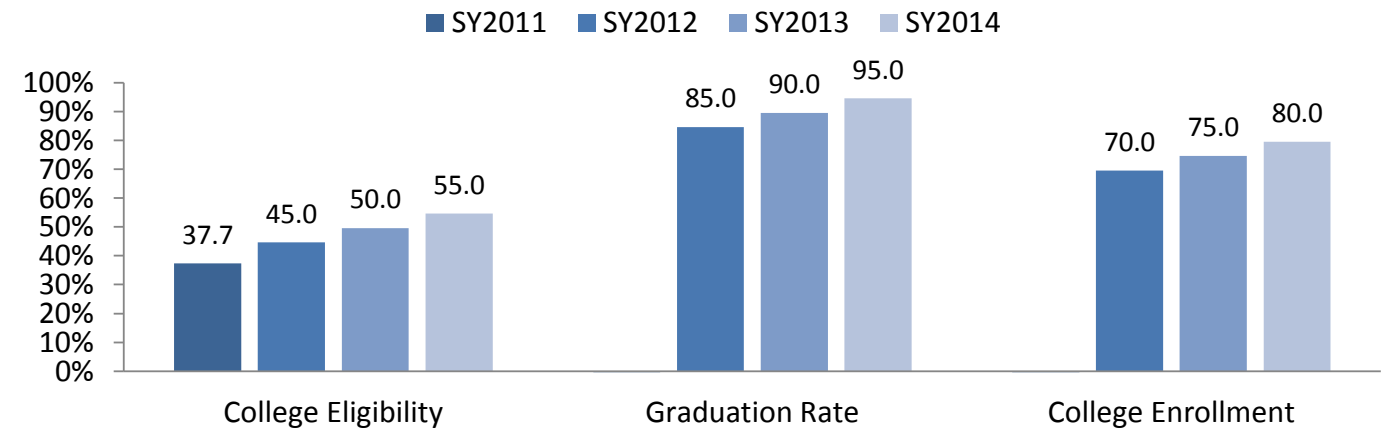
Strategic Priorities

1. Common Core: One main priority is to align the Common Core State Standards with the College Readiness Skills in order to ensure that all students are receiving targeted instruction in the skills and skill bands called for by their current grade level and EPAS data.

2. Teacher Evaluation Framework: Another priority is to ensure that we are utlizing the new CPS Teacher Evaluation methods and protocols in a way that best supports our teachers, allowing them to grow in their profession, leading to increased student success.

3. Curriculum Framework Project: The continued implementation of the Curriculum Framework Project, with writing and literacy across the curriculum at it's center, is one of our main priorities.

4. Implement a school-wide interdisciplinary reading and writing program.

5. Full School Day Implementation

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	15.5	16.5	18
SY2013	15.9	17.5	18.3
SY2014	16.3	17.9	18.8
			19.3

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	37.7	85.0	70.0
SY2012	45.0	90.0	75.0
SY2013	50.0	95.0	80.0
SY2014	55.0		

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Marine Military Math and Science Academy

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
Leonard Harris	Principal
John Keith	Assistant Principal
Marianne McGeary	Classroom Teacher
Heather Moorehouse	Classroom Teacher
Tiffany Gordon	Classroom Teacher
Zebedee Ducre	Classroom Teacher
Joseph Canna	Special Education Faculty
Matthew Murphy	Assessment/Data Faculty
Ila Faulkner	Counselor/Case Manager
Camille Holmes	Counselor/Case Manager
Ray Perez	LSC Member
Dennis Housley	Other

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	✕	14.6	15.5	15.9	16.3
10th Grade - PLAN Average PLAN score	✕	15.6	16.5	17.5	17.9
11th Grade - ACT Average ACT score	17.7	15.7	18.3	18.8	19.3

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	37.7	45.0	50.0	55.0
5-Year Graduation Rate % of students who have graduated within 5 years	NDA	85.0	90.0	95.0
College Enrollment % of graduates enrolled in college	NDA	70.0	75.0	80.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.3	1.8

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.3	93.0	94.0	95.0
Freshman On-Track % of Freshman Students on-track	86.3	90.0	92.5	95.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	4.5	4.0	3.5	3.0
Sophomore On-Track % of Sophomore students on track	76.9	80.0	84.5	89.0

High School Goal Setting

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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	40.8	45.0	50.0	55.0	**PSAE Reading** % of students exceeding state standards	0.0	5.0	10.0	15.0
PSAE Mathematics % of students meeting or exceeding state standards	32.9	40.0	45.0	50.0	**PSAE Mathematics** % of students exceeding state standards	0.0	5.0	10.0	15.0
PSAE Science % of students meeting or exceeding state standards	30.3	35.0	40.0	45.0	**PSAE Science** % of students exceeding state standards	0.0	5.0	10.0	15.0

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	-->		**4**
DIMENSION 1:Leadership	• 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 implemented the UIC Curriculum Framework Project (CFP) in order to align the content vertically and horizontally in order to maximize the learning potential of our students. • 100% of core content teachers have participated in a minimum of 6 3-hour CFP PD sessions throughout this school year. • 100% of core teachers have created unit plans that incorporate sections on alignment. • Clear goal of a 2-point gain on benchmark tests for all students was established this year and measured through a variety of benchmarks.	
	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.	The principal has adopted numerous systems, both internal and external, to ensure that cadets are college and career ready. These initiatives include the following: • adoption of the UIC Curriculum Framework Project, • the contracting of Academic Approach and Kaplan for additional testing and benchmark support, and • the creation of a strand of ACT Prep courses so that every 11th grade student receives the tools needed to maximize their full potential.The principal's vision for instruction includes the following: • MMSA will be the premier military school in the district • 100% of students will be college and career ready in the areas of Math, Science, and Technology.	

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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	• Every teacher at Marine Math and Science Academy is a member of at least one leadership team, and more often two or more. • We have several teachers who are part of the data team and/or ILT, as well as being strong members of their respective grade level and departmental teams. • In addition, several of our coaches and our athletic director are all members of the teaching staff, and all teachers are given the opportunity to lead one of the many leadership teams in the school. As well as, we have teachers representing on the Board of Governors, and 2 of our department chairs work as mentor teachers. Also, one of our teachers is the union representative.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• 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 principal developed the ILT based on the following: • All areas of core and non-core study, including Math, Science, English, and History, as well as Art and World Languages, are represented on the ILT. • In addition, our Special Education case Manager is a member of the ILT, as are the counselor and post-secondary lead. Additionally, as a military school, our Commandant is also an important part of the ILT. In this way, we have ensured that all voices are heard equitably. • The majority of our Professional Development is led by the ILT and/or department or grade level teams, ensuring that we are all able to share our areas of expertise with our colleagues while learning from them. • Tools and protocols for reflection and communication are built into the framework of how our team meetings operate to ensure that every teacher is engaged in reflective practice. • The ILT, with input from the Data team, regularly analyzes data, which is the focus of what drives instruction at Marine.	
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.	Not only are data analyzed on an ongoing basis at every grade level and by each department, but each teacher is also led to analyze and reflect upon their individual classroom data through the process of creating each unit plan and course map.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**4**
DIMENSION 2: Core Instruction	• 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.	• Every teacher has a year-long course map, as well as more detailed unit plans, that map out the complete integration between skills and content, as well as areas for collaboration across departments. • All scope and sequencing is tied directly to Common Core State Standards and the College Readiness Standards. The use of common units of instruction ensures that 100% of students will be given the same materials and taught the same skills, while making sure that these lessons are taught at the appropriate level or skill band. • Additionally, students are encouraged to move upward through the curriculum on a diagonal slope, moving toward more Honors and Advanced Placement courses.	
	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).	The principal has put the following systems and structures in place to ensure that grade level and department teams have materials aligned with standards: • All teams meet weekly in both grade level and department teams • The Data Team meets weekly to analyze school-wide data • Quarterly CFP meetings take place for all core staff	

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	--->		**4**
• 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.	MMSA has made great strides to implement common assessments, which are followed immediately by data analysis: • Teachers plan for and utilize a variety of assessment methods including bellringers, exit slips, common exams, quizzes, speeches, and debates, in order to align the assignments to the skills being taught. • Teachers uses assessment data immediately in order to design individualized activities and assessments by student in order to reteach needed skills to the students who need them, rather than to the whole class. • The Special Education team modifies tests and assignments to ensure that students with disabilities have the same opportunity for success as their peers.	

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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.	Communication of the learning objectives and skills foci have become much more consistent throughout this year, but there is still room for growth in this area. • Teachers will be provided a minimum of four professional development sessions next year on how to use higher level questions to engage and challenge students, and to move away from basic student understanding. • 100% of core content area teachers have begin aligning standards with content, as well as aligning standards across the curriculum by grade level. • 75% of teachers regularly use formative assessment throughout instruction to monitor progress and check for understanding. • Marine has a college preparatory curriculum offering 13 honors courses in all core content areas and four Advanced Placement courses. • In addition, Marine has teacher-led professional development that focuses on sequencing reading and writing skills across the	

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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.	MMSA has the following systems and structures in place to meet the needs of students: • Response to Intervention (RtI), push-in support, and additional classes in literacy and mathematics though skills-based classes. • Grade-level teams meet weekly to discuss needed interventions for struggling students. • Grade level chairs monitor which students in their departments are struggling, as well as which students are excelling, in order to make the needed adjustments for all students. • Marine provides free after school tutoring for all students. Marine has a restructured school day that allows teachers to meet and discuss data and instructional practices. Marine has targeted professional development to provide teachers with the best practices.	
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.	MMSA administration developed a series of professional development sessions tied directly to our school-wide priorities. In addition to attending a series of PDs led by the UIC Curriculum Framework/Hersey High School team, we created workshops around goal setting, data analysis, planning, and reflection to be led by our own staff. All core department chairs led their respective teams through a multiple-day series of meetings and activities, culminating in presentations to the entire staff. During the 2011-2012 school-year, the assistant principal wrote a draft of a Literacy Plan for MMSA that incorporates the Common Core, College Readiness Skills, Reading and Writing across the	

(Professional Learning)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• 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.	Department teams meet weekly, as do grade-level teams. These core teams include general education teachers, special education, JROTC, and counselors. In addition, teachers also serve on either the Data, RtI, or the Instructional Lead Team to ensure that all teams and teachers are receiving the same information and messages. Teachers are being identified to attend summer PD sessions both within and outside of MMSA.	
	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.	Currently at MMSA, coaching for new teachers takes place in the following ways: • Informal coaching by administration • Feedback based on unit plans and observations • Several department chairs work with individual teachers one-on-one to provide coaching and feedback • In turn, these department chairs meet with the assistant principal to receive feedback and support In addition, the administration has completed 100% of formal observations for the 2011-2012 school year, as well as more than 40 informal observations.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• 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	Every staff members works to ensure that students have the experiences in class and outside of school that will prepare them for college or careers. Students are given multiple opportunities through surveys and various means of discussion to share their ideas and concerns.	
	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.	Many students have a bond with one or more adult advocates in the building, though the following evidence from last year's survey data suggests that we still have room to grow: 1. Only 61% of students responded favorably to questions related to student-teacher trust 2. Compared to other CPS schools in 2011, MMSA needs support in the areas of Academic Personalism and Student-Teacher Trust Students with disabilities are not relegated to special ed classrooms, but in fact take all of their courses with their peers. Teachers do not discriminate against students based on disability or	
	Behavior& Safety	-->		**3**
	• 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.	MMSA has a system in place that recognizes positive behaviors (merits) alongside negative behaviors (demerits) in an attempt to reward and increase positive behaviors. The staff provides a safe, welcoming environment for all students.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**4**
DIMENSION 5: Family and Community Engagement	• 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.	The principal provides regular communication with families through letters home, as well as through autodialers. The principal has sent home a minimu of 6 letters and flyers to parents this year, and has made a minimum of 15 auto-dialer calls. 100% of teachers provide call logs on an ongoing basis every 5 weeks in order to highlight the number of calls made home per student, as well as the reasons for the calls.	
	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.	100% of teachers provide call logs on an ongoing basis in order to highlight the number of calls made home per student, as well as the reasons for the calls. Teachers reach out to parents on a weekly basis, rather than waiting for report card pick-up to share students' progress with parents.	
	Bonding	-->		**3**
	• 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.	The principal, in close coordination with the President of the Board of Governors, works to increase the level of parent involvement at the school in the following ways: • With a turnout of 70% of parents to the second report card pick-up day, the level of parent engagement is clearly high. • One plan for next year is to consider implementing a Parent Patrol, in which parents would be on site before and after school and at lunch. This increased adult visibility will serve to increase the safety of our students, as well as allow parents more opportunities	

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.	Mrs. Cosby provides homebound services when needed. In addition, the counseling staff provides families with the needed connections to outside social services agencies.	
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.	MMSA provides support for 12th grade students and their families in the following ways: • The school provides a minimum of 4 opportunities for students to visit a variety of college campuses, college and career fairs, and to	
Academic Planning	--->		**4**
• 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.	• The school has held a minimum of 4 events for parents and students centered around college readiness and on filling out the FAFSA for financial aid, applying for scholarships, and the college admission process. In addition, the staff keeps close track of student scores. • The implementation of the CFP removes barriers to honors and AP level courses, and all juniors take an additional ACT skills course, while all seniors take a senior seminar course designed to prepare them for college and careers.	
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.	MMSA offers a minimum of 10 sports and other extracurricular activities, including the following: • basketball, • football,	

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
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.	Post-secondary counselor provides numerous opportunities for students to do online college and career assessments. In addition, students in the senior seminar classes do assignments based on college and career assessments.	
	College & Career Admissions and Affordability	-->		**4**
	• 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.	• The school has held several events for parents and students centered around college readiness and on filling out the FAFSA for financial aid, applying for scholarships, and the college admission process. • In addition, the staff keeps close track of students who become off-track to graduate, and parents are immediately involved in efforts to get the students back on track.	
	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.	MMSA works diligently to make the transition from 8th grade to high school a smooth one through the following: 1. leadership training and 2. summer orientation programs. In addition, MMSA enrolls every senior in a senior seminar class so that the transition from high school to college is handled with equal fidelity.	

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.	MMSA focuses the use of discretionary funds to balance the needs of the students, with a focus on the following: • preparing students for college • ACT test taking preparation Strategic priorities include Kaplan, Academic Approach, GAINS, and college visits.	
	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.	The administration pays close attention to the areas of strength and need within departments in order to ensure the hiring of the needed staff at Marine. Department chairs and teacher teams are involved closely in the hiring process so that everyone has a voice.	
	Use of Time	--->		**4**
	• 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.	• The administration team put together an extended day team, to investigate ways in which we could increase the time students are spent in classes and gaining valuable JROTC experience. • A 46-minute JROTC Mid-day formation has been added to the 2012-2013 school year calendar in order to give cadets more time focused on the Marine Corps core values, which will increase student success across the curriculum. • MMSA will offer a 26-minute period each day targeting students for enrichment or credit recovery as needed.	

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

Our Mission at Marine Math and Science Academy is to empower students to meet and exceed academic standards through a challenging and engaging curriculum. The military component is woven into our curriculum to motivate students to become better scholars, leaders and citizens. All cadets will be prepared for a post-secondary education or a career in the diverse work force. We will make every effort to provide a safe learning environment that will enable our students to fulfill their learning potential and personal goals.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Common Core: One main priority is to align the Common Core State Standards with the College Readiness Skills in order to ensure that all students are receiving targeted instruction in the skills and skill bands called for by their current grade level and EPAS data.	This priority will directly impact instruction by increasing the level of rigor in the curriculum, while ensuring that students will be taught according to the proper differentiated skills bands needed to push them to the next level. Part of our mission is to empower students not only to meet standards, but to exceed them; by focusing on Common Core and College Readiness Standards, students will be given the tools they need to exceed both standards and individual goals. Data used to determine this priority included EPAS data and student GPAs, which allow us to determine where students are being challenged appropriately.
2	Teacher Evaluation Framework: Another priority is to ensure that we are utlizing the new CPS Teacher Evaluation methods and protocols in a way that best supports our teachers, allowing them to grow in their profession, leading to increased student success.	By using the new CPS Evaluation model with fidelity, we will ensure that our teachers' capacity is being built in planning and instruction. By coaching teachers and allowing them to reflect deeply on practice through pre-conferences, observations, and post-conferences, the level of instruction will increase exponentially which will impact student learning directly. In addition to making this a rigorous and challenging environment for students, it will also serve to make Marine a challenging place to work and grow as educators.

3	Curriculum Framework Project: The continued implementation of the Curriculum Framework Project, with writing and literacy across the curriculum at it's center, is one of our main priorities.	Our Mission at Marine Math and Science Academy is to empower students to meet and exceed academic standards through a challenging and engaging curriculum. One of the ways in which we accomplish this is by modeling our curriculum after the UIC Curriculum Framework Project. By utilizing a curriculum that is tied together across the curriculum, students see the connections between disciplines, as well as between themselves and the world around them. This component also leads to our students becoming better citizens through an appreciation of different cultures.
4	Implement a school-wide interdisciplinary reading and writing program.	MMSA currently utilizes a school-wide writing protocol across the curriculum using the MEL-Con strategy. In addition to this program, in the 2012-2013 school year, MMSA will incorporate a school-wide reading program as well.
5	Full School Day Implementation	MMSA has embraced the full school day initiative, and has adjusted our schedule to include a 46-minute mid-day Marine Corps JROTC formation, a daily 26-minute advisory period, and a first period that will meet every day for 46 minutes. Other periods will be blocked in order to allow students and teachers the needed time to delve more deeply into rigorous topics.

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
Common Core: One main priority is to align the Common Core State Standards with the College Readiness Skills in order to ensure that all students are receiving targeted instruction in the skills and skill bands called for by their current grade level and EPAS data.	This priority will directly impact instruction by increasing the level of rigor in the curriculum, while ensuring that students will be taught according to the proper differentiated skills bands needed to push them to the next level. Part of our mission is to empower students not only to meet standards, but to exceed them; by focusing on

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
During the 2011-2012 school-year, the assistant principal wrote a draft of a Literacy Plan for MMSA that incorporates the Common Core, College Readiness Skills, Reading and Writing across the curriculum, and a renewed focus in critical thinking skills.	Professional Development	All	Assistant Principal	On-going	On-going	On-Track	
Department chairs have been given copies of the MMSA Literacy Plan for feedback.	Professional Development	All	Assistant Principal	On-going	On-going	On-Track	
Teachers are being identified to attend summer PD sessions both within and outside of MMSA.	Professional Development	All	Principal	On-going	On-going	On-Track	
In May, 2012, 4-6 teachers will attend the network ILT meeting	ILT/ Teacher Teams	All	Principal	Quarter 4	On-going	On-Track	
4-6 teachers will attend Network professional development, Teacher Leader Institute June 18-21	ILT/ Teacher Teams	All	Principal	On-going	On-going	On-Track	
Mid-July 2012, all MMSA teachers will engage in school-wide PD around Common Core with a focus on anchor standards	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2012	On-Track	
August 6-10, same teacher leaders will be facilitating grade-band meetings at MMSA	ILT/ Teacher Teams	All	Teacher Leaders	Summer 2012	On-going	On-Track	
By August 28th, Literacy Plan and English Language Units will be developed based on the CPS Content Framework in Literacy	Instructional Materials	All	Miss Decker, Mrs. Moorehouse, and Mrs. Cosby	On-going	On-going	On-Track	
By August 28th, Math Literacy Plan will be developed based on the Math Bridge Plan	Instructional Materials	All	Mr. King, Mrs. Gordon, and Mr. Noorlag	On-going	On-going	On-Track	

Strategic Priority 1

School year 2013, all 9th and 10th grade teachers will begin implementation of the Common Core State Standards through the Framework for Literacy and the Math Bridge Plan.	Instruction	Other student group	9th and 10th grade teachers	On-going	On-going	On-Track	Pending Westside Network's Ongoing Direction
First semester 2013 school year, development of Reading and Science Units based on the CPS Content Framework for Literacy	ILT/ Teacher Teams	All	ILT and Mr. Kurlander, Mr. Ducre and Miss Decker	On-going	On-going	On-Track	

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
Teacher Evaluation Framework: Another priority is to ensure that we are utlizing the new CPS Teacher Evaluation methods and protocols in a way that best supports our teachers, allowing them to grow in their profession, leading to increased student success.	By using the new CPS Evaluation model with fidelity, we will ensure that our teachers' capacity is being built in planning and instruction. By coaching teachers and allowing them to reflect deeply on practice through pre-conferences, observations, and post-conferences, the level of instruction will increase exponentially which will impact student learning directly.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Principal met with all department chairs to begin examining and discussing Charlotte Danielson's Framework.	ILT/ Teacher Teams	All	Principal and Department Chairs	Quarter 3	Quarter 4	Completed	
On April 13th during school-wide PD, principal presented to full staff on Recognizing Educators Advancing Chicago (REACH), and the importance of instructional leadership in improving teacher practice.	Instruction	All	Principal	Quarter 4	Quarter 4	Completed	
Mid-July 2012, as part of the summer planning PD sessions, department chairs will continue their reading of Charlotte Danielson's text, and will share their findings with the ILT.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going	On-Track	
During August PD, August 6-10, 2012, Department chairs will introduce the CPS Teacher Evaluation Framework to their departments.	ILT/ Teacher Teams	All	Department Chairs	Summer 2012	On-going	On-Track	
School year 2012-2013, all teachers will gain understanding through practice by engaging in peer observations and self-evaluations using the CPS Framework.	Instruction	All	Department Chairs	On-going	On-going	On-Track	
School year 2012-2013, the Principal will model pre- and post- observation meetings with department chairs.	Instruction	All	Principal and Department Chairs	On-going	On-going	On-Track	

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
Curriculum Framework Project: The continued implementation of the Curriculum Framework Project, with writing and literacy across the curriculum at it's center, is one of our main priorities.	Our Mission at Marine Math and Science Academy is to empower students to meet and exceed academic standards through a challenging and engaging curriculum. One of the ways in which we accomplish this is by modeling our curriculum after the UIC Curriculum Framework Project. By utilizing a curriculum that is tied together across the curriculum, students see the connections between disciplines, as well as between

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
MMSA Teachers have attended multiple sessions led by Hersey High School and the UIC Curriculum Framework team.	Instruction	All	All core teachers	Quarter 1	On-going	On-Track	
MMSA teachers have begun creating instructional materials based on the CFP, including unit plans, course maps, common assessments, and skills-based assignments.	Instructional Materials	All	All core teachers	Quarter 1	On-going	On-Track	
Principal and AP provide feedback to teachers on their unit plans and course maps.	Instructional Materials	All	Principal and Assistant Principal	Quarter 1	On-going	On-Track	
During mid-July 2012 professional development, teachers will begin to build the bridge between the College Readiness Skills and the Common Core State Standards.	ILT/ Teacher Teams	All	Core department chairs	Summer 2012	Summer 2012	On-Track	
By August 28th, Core departments (Math, Science, English, and Social Studies) will create a yearlong course map that includes CRS and Common Core State Standards.	Instruction	All	Core department chairs	Summer 2012	Summer 2012	On-Track	
2013 school year, teachers will continue implementation of the UIC Curriculum Framework Project, which will be aligned to the Common Core Standards.	Instruction	All	All core teachers	On-going	On-going	On-Track	

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Implement a school-wide interdisciplinary reading and writing program.	MMSA currently utilizes a school-wide writing protocol across the curriculum using the MEL-Con strategy. In addition to this program, in the 2012-2013 school year, MMSA will incorporate a school-wide reading program as well.

Action Plan · Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
MEL-Con Writing strategies were rolled out in summer of 2011, for the 2011-2012 school year	Instruction	All	English department chair	Quarter 1	On-going	On-Track	
Further professional development took place throughout the 2011-2012 school year for implementation of MEL-Con strategies in all core classes at the 9th grade level.	Professional Development	All	English department chair, freshmen teachers	Quarter 1	On-going	On-Track	
The reading strategies will be added to the Writing program per grade level.	Instruction	All	English, Science, and Social Science departments	On-going	On-going	On-Track	
Quarterly interdisciplinary forums per grade level at the 9th, 10th, and 11th grade levels.	Instruction	All	All teaching staff, grades 9, 10, and 11	On-going	On-going	On-Track	

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Full School Day Implementation	MMSA has embraced the full school day initiative, and has adjusted our schedule to include a 46-minute mid-day Marine Corps JROTC formation, a daily 26-minute advisory period, and a first period that will meet every day for 46 minutes. Other periods will be blocked in order to allow students and teachers the needed time to delve more deeply into rigorous topics.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The administration team put together an extended day team to investigate ways in which we could increase the time students are spent in classes and gaining valuable JROTC experience.	After School/ Extended Day	All	Administration, Programmer	On-going	Quarter 3	Completed	
A 46-minute JROTC Mid-day formation has been added to the 2012-2013 school year calendar in order to give cadets more time focused on the Marine Corps core values, which will increase student success across the curriculum.	After School/ Extended Day	All	Administration, Programmer	On-going	Quarter 3	Completed	
MMSA will offer a 26-minute period each day targeting students for enrichment or credit recovery as needed.	After School/ Extended Day	All	Administration, Programmer	On-going	Quarter 3	Completed	
Enrichment instructional activities will take place during the regular day schedule, as such studnets will receive additional support for core courses through taking either Scientific Concepts, Advanced Math, or Composition and Rhetoric, as well as Spanish, Art, Music, Band, Sociology, Financial Literacy, Ethnic Studies, Journalism, and Engineering.	After School/ Extended Day	All	Administration, Programmer	On-going	Quarter 3	Completed	
Student, parent, teacher, and community input was sought as a number of extended-day proposals were created and discussed.	After School/ Extended Day	All	All Stakeholders	On-going	Quarter 3	Completed	
MMSA Administration and programmer created a bell schedule which would best address the needs of our students, and would meet the requirements of the full-day initiative.	After School/ Extended Day	All	Administration, Programmer	On-going	Quarter 3	Completed	
Schedule submitted to network for approval, and feedback was provided.	After School/ Extended Day	All	Administration, Programmer	Quarter 3	Quarter 3	Completed	

Strategic Priority 5

Revisions to full-day proposal completed based on Network feedback.	After School/ Extended Day	All	Administration, Programmer	On-going	On-going	On-Track	
MMSA will submit final proposal to Network for approval.	After School/ Extended Day	All	Administration, Programmer	On-going	On-going	On-Track	