



2012-2014 Continuous Improvement Work Plan

Edison Park Elementary School

O'Hare Elementary Network
6220 N Olcott Ave Chicago, IL 60631
ISBE ID: 150162990252953
School ID: 610523
Oracle ID: 28081



Mission Statement

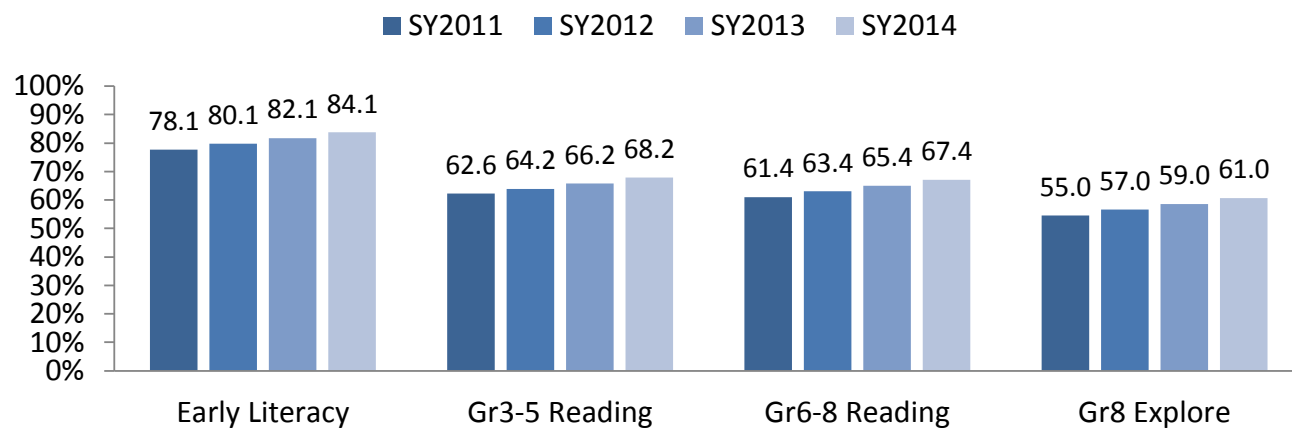
We are committed to raise the rigor of instruction to foster a progressive learning community. We provide differentiation to meet the needs of every student resulting in individual achievement and success. We continually assess and modify our developmental, integrated, and project-based instruction to emphasize higher order thinking and creativity, while preparing for success in college and career.

Strategic Priorities

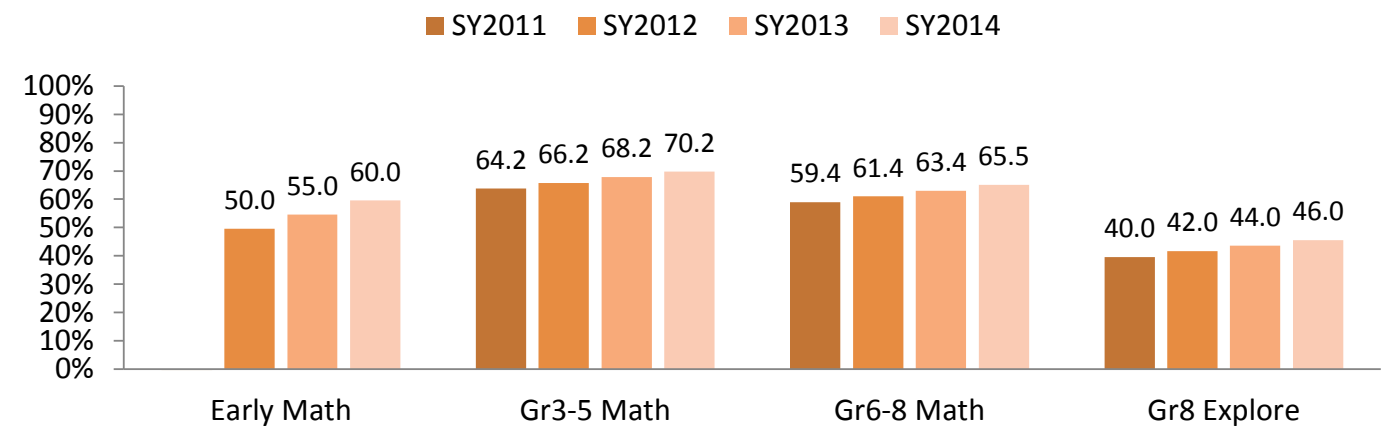
1. Raise Exceeds Scores in grades 5 through 8.
2. Establish the alignment of classroom instruction to CCSS through curriculum mapping.
3. Expand classroom rigor through differentiated instruction.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Edison Park Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Pete Zimmerman	Principal
Allison McMahan	Assistant Principal
Grace Itter	Classroom Teacher
Lorraine Ortiz	Assessment/Data Faculty
Jodi Shapiro	Classroom Teacher
Gina Graf	Classroom Teacher
Martha Carman	Lead/ Resource Teacher
Julie Diggins	Special Education Faculty
Virginia Flynn	Parent/ Guardian
Brent Bradish	Parent/ Guardian
Sean Walsh	LSC Member
Leslie Troogstad	Parent/ Guardian



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	78.1	80.1	82.1	84.1		Early Math % of students at Benchmark on mClass	NDA	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	62.6	64.2	66.2	68.2		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	64.2	66.2	68.2	70.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.7	56.7	58.7	60.7		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.1	51.1	53.1	55.1
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	61.4	63.4	65.4	67.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	59.4	61.4	63.4	65.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.5	50.5	52.5	54.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	38.8	41.8	43.8	45.8
8th Grade										
Explore - Reading % of students at college readiness benchmark	55.0	57.0	59.0	61.0		Explore - Math % of students at college readiness benchmark	40.0	42.0	44.0	46.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	96.3	96.5	96.7					
					Misconducts Rate of Misconducts (any) per 100	6.9	6.8	6.7	6.6

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	91.0	91.2	91.4	91.6		ISAT - Reading % of students exceeding state standards	32.6	34.6	36.6	38.6
ISAT - Mathematics % of students meeting or exceeding state standards	92.1	92.2	92.3	92.4		ISAT - Mathematics % of students exceeding state standards	27.7	29.1	31.1	33.1
ISAT - Science % of students meeting or exceeding state standards	96.4	96.5	96.6	96.7		ISAT - Science % of students exceeding state standards	21.4	23.4	25.4	27.4

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	University of Chicago My Voice My School survey. Network, Chief of Schools evaluation. LSC Principal Evaluatin survey. Principal's self evaluation. Data derived from: ISAT, Scantron, CCSS Quarterlies, RtI Progress monitoring: Aimsweb, Achieve 3000.	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	Implements Charlotte Danielson Framework for Teaching as well as CPS Framework. Established a Bilingual Advisory Council and a Special Education Advisory Council. Observations using Webb's Depth of Knowledge Matrix. Include the We Are Ready curriculum into After School Programs. Project-Based Curriculum is centered around Higher Order Thinking, Collaboration and Inquiry. Maintain current ISAT and Scantron data on Edison Park Website. Email Communication to Edison Park Stakeholders.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are actively involved: Rtl, ILT, Grade Team Lead, Curriculum writing team, 1/2 multiage team, Bilingual lead teacher, CIWP team, Union Representative, Grant writing team, Mentor teachers, various committee memberships, Student social/emotional growth groups.</p> <p>Teachers actively participate in peer friend/critical friend peer observations.</p> <p>Needs of SWD and ELL are met in grade level and team bands. Minutes of grade band teams and ILT meetings reflect equity of voice.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT represents grade level groups, SPED and enrichment. ILT focuses its time on enhancing school wide curriculum through vertical planning. ILT meets weekly. ILT establishes strategic priorities. ILT analyzes student data.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>School is developing a systematic approach to analyzing data.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Curriculum mapping is used at certain grade levels.</p> <p>Use of Everyday Math and Connected Math, aligned to CCSS.</p> <p>Edison Park Way of Writing which is aligned to Lucy Calkins Units of Study, aligned to CCSS.</p> <p>FOSS, SEPUP, STC, IES for science, aligned to CCSS.</p> <p>Project based curriculum for Social Studies utilizing Teacher Created Materials, aligned to CCSS.</p> <p>Components of Reading Street are used by grades K-3, aligned to CCSS.</p> <p>Lucy Calkins Units of Study for Teaching Reading are used in grades 4-8, aligned to CCSS.</p> <p>Curriculum maps include supports required for SWD and ELLs to access core content skills.</p> <p>Use of Curriculum which promotes College and Career Readiness.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Curriculum materials include strategic interventions for SWD and ELLs.</p> <p>Use of Curriculum which promotes College and Career Readiness and aligned to CCSS.</p> <p>The Reading Materials survey is used to augment school's grade level literacy materials.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Assessments include: differentiated teacher-made tests and projects (aligned to CCSS), Scantron, TRC, DIBELS, ISAT, Achieve 3000, Aimsweb, ACCESS, Fountas and Pinnell leveled reading, Earobics, individualized student work.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Communication of the learning objective is inconsistent, some teachers use curriculum maps, others do not.</p> <p>Student work reflects a variety of questioning techniques that promote student thinking and understanding for all levels of students, including necessary supports for SWD and ELLs in the LRE. Curriculum maps reflect sequencing and alignment to CCSS objectives to bulid towards deep understanding and mastery of standards.</p> <p>Lesson plans, student work and classroom observations reflect scaffolding instruction to ensure all students, including SWD and ELLs have access to complex texts and engagement in complex tasks.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Learning Environment Screens are used to identify students who require interventions.</p> <p>The team of classroom teachers, special education teachers, and para-professionals provide interventions that include: inclass small group instruction, one-on-one instruction, push-in support and additional support outsideof the classroom.</p> <p>SWD and ELLs receive interventions that are targeted to their specific needs with the goal of improving student performance aligned to CCSS.</p> <p>The Rtl team closely monitors students in Tier Two and Tier Three and confers with classroom teachers every 6 weeks so adjustments can be made.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional Development is ongoing , pragmatic and relevant to the needs of teachers, which addresses the needs for SWD and ELLs.</p> <p>The entire staff is engaged in writing and developing CCSS unit plans, analyzing school data, and identifying opportunities for continuous improvement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Grade Level Teachers meet frequently for unit planning and weekly planning.</p> <p>Agendas and unit minutes reflect frequent teacher collaboration.</p> <p>Teacher teams include special education teachers, enrichment teachers, and an ILT team member.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Peer observation and cross-classroom visitation happen occasionally.</p> <p>Teachers receive quality feedback from administration and teachers for individual growth.</p> <p>Teachers have individual professional development plans tailored to their needs to support CCSS.</p> <p>New teachers are provided with informal support.</p> <p>Teachers receive strategies from Special Education and ELL specialists.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Staff establishes and instills a sense of responsibility, autonomy and independence that will transfer into being successful in college and career.</p> <p>Lesson plans reflect that staff consistently encourages collaboration and teamwork, skills that will translate to college and the workplace.</p> <p>Classroom environments show rotating job charts, allowing students the opportunity for leadership and voice.</p> <p>Grades 5 through 8 are represented by elected student council members.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Middle School Advisory Program establishes adult-student relationships that has proven to reduce discipline referrals and enhanced academic growth.</p> <p>Before and After school rosters reflect active participation for all students, including SWD.</p> <p>The value of home language and culture is supported through an annual multi-cultural festival.</p> <p>Rainbows program and other school programs allow for a stronger social-emotional relationship with a different adult other than a classroom teacher.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The My Vocie, My School survey reflects students and parents view that the school is safe and welcoming.</p> <p>Incident reports illustrate a consistent ,progressive approach to discipline.</p> <p>SWD are fully integrated into the school community.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Annual Curriculum Night and Middle School Orientation in September provide clear information for families about academic and behavioral expectations for students.</p> <p>School report card is available to the community on-line.</p> <p>Middle School students are invited to a High School Fair that provides information about HS choices.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Emails, website postings, parent portal, notes, and news letters reflect consistent and ongoing communication with all families, including families of SWD and ELLs.</p> <p>Teachers proactively resolve issues by scheduling meetings with parents.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Programs, flyers and PTA minutes show ample opportunities for parents and community members to engage in student exhibitions, concerts and performances.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Logs and emails show that counselors and social workers recommend outside agencies as needed.</p> <p>Logs and sign in sheets show that the school is a community center providing specialized supports beyond the school day.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The school's efforts are emerging around increased exposure and experiences related to college and career readiness.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school's efforts are developing to support opportunities for college and career planning and to provide for the opportunity to explore various paths of interests for all students.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Club and team rosters show that all students, including SWD, are offered an opportunity to participate in: science fiction club, GOTR, IM sports, battle of the books, yoga, drama, interscholastic sports, choral club, yearbook, rock band, cooking club, technology club, art,</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Eighth graders take the EXPLORE test.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Flyers, emails, postings on website show programs for students in transition, such as: Middle School Orientation, Kindergarten Tea and Kindergarten Celebration, Eighth Grade Graduation Ceremony and activities, and participation in The We are Ready Curriculum.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Budgets and administrative reports reflect a creative use of discretionary funds aligned to strategic priorities.</p> <p>Network fundraising proposals and reports show private fundraising to close budget gaps and enhance instructional programs.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The ILT and grade-level teams are involved in a multi-step hiring process that fill staff vacancies.</p> <p>Our teaching staff roster already includes previous student teachers, para-professionals and part time workers.</p> <p>We continue to build and mentor our pool of potential staff members.</p> <p>Changes in the school's organizaional chart reflect the movement of teachers into areas of expertise.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>The school schedule reflects an open campus model which allows for student recess and extra teacher collaboration.</p> <p>Schedules reflect grade level common planning time during daily student enrichment.</p> <p>Schedules allow time for interventions to occur on a weekly basis.</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

We are committed to raise the rigor of instruction to foster a progressive learning community. We provide differentiation to meet the needs of every student resulting in individual achievement and success. We continually assess and modify our developmental, integrated, and project-based instruction to emphasize higher order thinking and creativity, while preparing for success in college and career.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Raise Exceeds Scores in grades 5 through 8.	Based on last years our exceeds scores for students in grades 5-8 have trended down.
2	Establish the alignment of classroom instruction to CCSS through curriculum mapping.	Based on the District's adoption of CCSS.
3	Expand classroom rigor through differentiated instruction.	Based on the current level of students benefitting from accelerated blocks and tutoring.
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
Raise Exceeds Scores in grades 5 through 8.	Based on last years our exceeds scores for students in grades 5-8 have trended down.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each grade level or course team will have 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.	Professional Development	All	The Entire Staff	Summer 2012	On-going		
Each grade level or course team will develop and use common units of instruction aligned to the standards.	Professional Development	All	The Entire Staff	Quarter 1	On-going		
Text used for instruction will expose all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade level.	Instructional Materials	All	The Entire Staff	Summer 2012	On-going		
Short and long term plans will include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Instruction	All	The Entire Staff	Summer 2012	On-going		
Each grade level or course team will have a set of instructional materials that are aligned with standards.	Instructional Materials	All	The Entire Staff	Summer 2012	On-going		
Instructional materials will be supportive of students with disabilities as well as varying language proficiency levels of ELLs.	Instructional Materials	All	The Entire Staff	Summer 2012	On-going		
The school's ILT will be assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going		
The ILT will lead the work of improving teaching and learning school-wide.	Instruction	All	ILT	Summer 2012	On-going		
The ILT will lead the school's approach to professional development - whole staff PD, teacher teams and coaching.	Professional Development	All	ILT	Quarter 1	On-going		



Strategic Priority 1

The ILT will facilitate two-way communication and will engage all staff in participating in decision-making that advances the school's strategic focus.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
The ILT will engage in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress toward school-wide goals.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
The ILT will regularly analyze qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
The school will have 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.	Instruction	All	The Entire Staff	Summer 2012	On-going		



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
Establish the alignment of classroom instruction to CCSS through curriculum mapping.	Based on the District's adoption of CCSS.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each grade level will increase the amount of rich, non-fiction text across all content areas.	Instruction	All	Entire Staff	Quarter 1	On-going		
Curriculum maps will incorporate Hess' Cognitive Rigor Matrix.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will reflect backward design.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will include opportunities to value evidence for buliding strong content knowledge.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will allow for opportunities for students to comprehend as well as critique.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum Maps will include opportunites for students to use tehcnology and digital media strategically and capably.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will allow for opportunities for students to understand other perspectives and cultures.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will include opportunities for students to demonstrate independence.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will provide opportunites for students to make sense of problems and persevere in solving them.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will empower students to reason abstractly and quantitatively.	Instruction	All	Entire Staff	Summer 2012	On-going		
Curriculum maps will empower students to construct viable arguments and critique the reasoning of others.	Instruction	All	Entire Staff	Summer 2012	On-going		



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
Expand classroom rigor through differentiated instruction.	Based on the current level of students benefitting from accelerated blocks and tutoring.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Through guided reading and reading workshop, ensure each student is reading at his/her instructional level.	Instruction	All	Entire Staff	Quarter 1	On-going		
Use NWEA results to identify students in grades 3-8 who are at risk of not meeting benchmarks in order to plan interventions.	ILT/ Teacher Teams	All	Entire Staff	Quarter 1	On-going		
Use flexilbe grouping at all grade levels to ensure students are challenged at their developmental levels.	Instruction	All	Entire Staff	Quarter 1	On-going		
Each classroom will have leveled libraries with both high quality fiction and non-fiction.	Instructional Materials	All	Entire Staff	Summer 2012	On-going		
Maintaining accelerated student groupings in math.	Instruction	Other student group	Entire Staff	Quarter 1	On-going		
Maintaining interventions for struggling students, ELLs and SWDs.	Instruction	Students With Disabilities	Entire Staff	Quarter 1	On-going		



Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

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