STEM Magnet Academy

Fulton Elementary Network

CHICAGO PUBLIC SCHOOLS | CPS

ISBE ID: 150162990252967

School ID: 610548
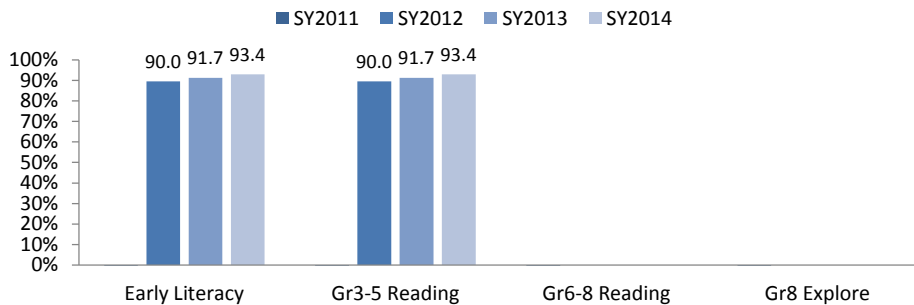
Oracle ID: 22711

Mission Statement

The STEM Magnet Academy will provide the instructional building blocks to develop lifelong learners and 21st century global citizens. Students will become critical thinking problem solvers who work collaboratively to improve the world around them. An engaging learning environment will promote student leaders who are capable of making evidence based decisions and develop multiple solutions for complex real world situations.
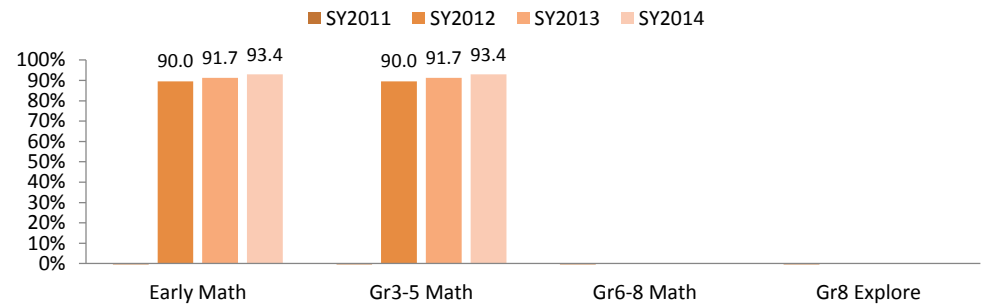
Strategic Priorities

1. By effectively implementing the STEM components into the core curriculum, STEM Magnet Academy students will be able to experience and identify the cross curricular connections in all subject areas.

2. By Implementing the Common Core Standards in both Literacy and Mathematics, by the end of the 2012-2013 school year, 90% of STEM Magnet Academy students will meet and/or exceed the state standards on all District Wide Assessments (DIBELS, mClass, TRC, NWEA and ISAT).

3. The STEM Team will develop a cohesive writing program with quarterly school-wide writing assessments at each grade level. As a result, STEM students will view writing as cross-curricular and master the traits of writing: ideas, organization, voice, word choice, sentence, fluency and conventions.

School Performance Goals

Literacy Performance Goals

Legend: SY2011 SY2012 SY2013 SY2014

- Early Literacy: 90.0 91.7 93.4
- Gr3-5 Reading: 90.0 91.7 93.4
- Gr6-8 Reading
- Gr8 Explore

Math Performance Goals

Legend: SY2011 SY2012 SY2013 SY2014

- Early Math: 90.0 91.7 93.4
- Gr3-5 Math: 90.0 91.7 93.4
- Gr6-8 Math
- Gr8 Explore

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:	STEM Magnet 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
Maria J. McManus	Principal
Cynthia Gulley	Counselor/Case Manager
Amber McLaughlin	Lead/ Resource Teacher
Gretchen Brinza	Lead/ Resource Teacher
Samantha Rapson	Classroom Teacher
Danielle McLaurin	Special Education Faculty
Adrienne DiSabatino	ELL Teacher
Quierra Stuckey	Support Staff
Farrah Falco	Lead/ Resource Teacher
Susan Luzzi	Lead/ Resource Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	90.0	91.7	93.4		**Early Math** % of students at Benchmark on mClass	NDA	90.0	91.7	93.4
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	90.0	91.7	93.4		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	90.0	91.7	93.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	75.0	81.7	88.3		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	75.0	81.7	88.3
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					**Explore - Math** % of students at college readiness benchmark	NDA			

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	NDA	95.0	95.5	96.0	**Misconducts** Rate of Misconducts (any) per 100	NDA			

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	NDA	85.0	87.0	89.0	**ISAT - Reading** % of students exceeding state standards	NDA	30.0	35.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	NDA	85.0	87.0	89.0	**ISAT - Mathematics** % of students exceeding state standards	NDA	30.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	NDA	NDA	80.0	85.0	**ISAT - Science** % of students exceeding state standards	NDA	NDA	50.0	55.0

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
DIMENSION 1: Leadership	**Goals and theory of action**	--->		**4**
	• 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.	STEM's Theory of Action is clear and concise with measurable goals. Since we are a new school, we lack data for a previous school year on which to base our goals. However, as a team we were committed to ensuring the academic success of all of our students; what some may have considered lofty goals for a new school, we considered attainable. Each teacher understands and utilizes the Theory of Action as a strategic plan for student growth.	
	Principal Leadership	--->		**3**
	• 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 of STEM Magnet Academy has extremely high academic and behavioral goals for students. She has the same expectation of each member of the STEM team. The principal works diligently to build harmonious relationships between home and school. Principal is not afraid to take risks especially if it is in the best interest of STEM students. Principal encourages and supports teacher leadership. The principal is responsible for creating a Friends of STEM organization and encourages parent participation.	

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
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	STEM is developing and grooming teacher leaders. Principal mandates weekly GLM, developed an ILT and has bi-monthly ILT meetings. She encourages teacher leaders and provides opportunities for all teachers to lead staff professional development, grade level meetings. Teachers spend time not only horizontal planning, but vertical planning as well. This provides an opportunity to collaborate with other teachers and share instructional strategies and best practices. Our Literacy Specialist keeps data binder for each grade level and data folders for each students. Teachers are welcome to bring their questions, comments, and concerns to our meetings, but we will not dwell on the problem or anything negative. Our goals is to find a viable solution and move forward.	

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
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The instructional leadership team at STEM currently consists of 4 individuals. The ILT is responsible for assessing data to determine grade level and individual student needs. The ILT currently meets bi-montly with this years primary focus being the implementation of effective instructional strategies. Teachers have been coached by members of the ILT with regard to best practices for implementation of the workshop model for both literacy and mathematics. the ILT noticed that our writing component was lacking and during the summer of 2012 we will begin the process of creating a writing curriculum for grades K-4. The ILT also recommends additional resources for teachers to use to supplement thier current texts.	
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.	STEM staff monitors data on a monthly basis. We use grade level data binders, student data folders and a data wall for those students in grade 3. As we see holes in our instructional program based on student data, we quickly fill those holes by adjusting the curriculum to meet the needs of our students. Those needs may be for struggling students or for students who require additional challenging.	

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 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Each of our grade level classes mirrors one another. Teachers collaborate and develop common lesson plans, lesson units and problem based learning projects. Our textbook selection shows students early on the cross curricular connections between subject areas. Teacher use the Common Core Standard to plan lessons/units of instruction. Students address the needs of our struggling students, our ELL population and our students who require more challenging materials. All of our instruction and homework packets are differentiated to meet the needs of all students. This year we did notice a deficiency with regard to student writing. Our goal is to address that in the upcoming school year.	
	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).	All teachers receive instructional materials that meet the needs of our students population. We are in the process of acquiring additional materials to support our ELL and SPED students.	

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.

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
Assessment	--->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Teachers are required to maintain portfolios for each student. Eventually those portfolios will become e-portfolios. At each grade level the teacher teams have created various types of assessments. Assessments include, but are not limited to the following: essay, short response, multiple choice, student work, PBL) Our SPED teacher is responsible for ensuring that the appropriate accommodations and modifications are used on assessments.	

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
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Effective instructional strategies are critical. Teachers are required to list the lesson or project objects and students should be able to articulate what they are working on. All teachers lessons are aligned to the Common Core Standards. Lessons and homework packets are differentiated to meet the varying learning styles and need of all students. Teacher give assessments weekly to test students knowledge of a skill and uses the students test, homework packet and classroom activities to determine which skills need to be retaught.	

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
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.	STEM uses various forms of interventions: workshop model small group instruction, resource teacher push-in or pull out. This year, because of the longer school day, we were able to extend our literacy block to 2 hours and our math block to 90 minutes. Next year our math bolck will remain the same, but the time of our literacy block will be reduced to 90 minutes. All interventions are monitored on a monthly bases. Teacher use running records to track student progress and for a number of students daily or weekly anecdotal are kept.	
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.	The Longer School Day has interfered with our ability to meet collectively as a team. While we have weekly horizontal and vertical grade level meetings, our time to meet as an entire team (STEM Specialists, PE, Art, Music) has been limited to the monthly professional development days. Because of our multidisciplinary approach to teaching and learning, we find it necessary to have more time to meet and plan for our student population.	

Professional Learning

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 3:	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Our grade level teams meet horizontally and vertically on a weekly basis. Grade level meetings include: classroom teachers, SPED teacher, paraprofessionals, counselor/case manager, Literacy Specialist and Principal. Teachers spend time sharing best instructional practices, grade level expectations, assessing student data,	
	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.	Teacher receive instructional coaching from the principal and Literacy specialist. The Literacy specialist pushes into classrooms on a daily bases during the Literacy block. The Literacy Specialist models lessons for teachers and/or works with small groups of children. The Principal visits classrooms bi-weekly; once during the Literacy block and the other during the Math. Visits to specials classes are also done bi-weekly. Teachers receive prompt feedback within 24 hours in writing via e-mail or at a conference. Teachers are given an opportunity to observe their colleagues classes and provide feedback and suggest areas in which their colleagues may need coaching.	

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 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	While STEM is only a K-3 grade school, we start early on setting the expectation that students will attend the best highschools in the city and go on to College. Students participate in College Day, Career Day and as early as third grade participate in college tours.	
	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.	As a new school, the STEM staff members work diligently to build harmonious relationships. We received students who have attended schools all over the city of Chicago. Maintaining a safe and orderly learning environment has been our priority during year one. All of our students are active members of our learning community and we try to meet both the academic and social emotional needs of all children. As a multicultural learning environment, we encourage students to share from their personal experiences to help build our overall community.	
	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.	The school has overall behavior plan for students. The plan should be used by all teachers, but is not being effectively implemented by all teachers. STEM has schoolwide expectations of students as they transition in the halls, during lunch and during recess, while in the classroom and during arrival and dismissal. We have established signals that are used to quiet students down. We are in the process of creating a more unified discipline policy for STEM students. One that will be utilized by all STEM Staff and distributed to parents along with the official CPS student code of conduct.	

Date Stamp November 22, 2012

CIWP

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Expectations	--->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	STEM Magnet Academy has very clear expectation of staff, parents and students. At the beginning of each school year, parents at each grade level, are given a gradebook handbook that explains the expectation for the students in a particular grade. We are in the process of comprising an all school handbook. Our specials teacher provide parents will an overview of their expectation at the beginning of each year. They also provide quarterly curriculum syllabi to provide parents with insight as to what their child will learn each quarter.	
Ongoing communication	--->		**4**
• 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.	STEM provides a constant line of communication between school and home. Parents are invited to volunteer at STEM. Teachers keep accurate grade book records that parents can access via parent portal. Parents have informal conversations with teacher daily at student dismissal. Teachers frequently reach out to parents with concerns regardidng a students academic and/or social/enotional growth and development.	
Bonding	--->		**4**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The STEM team works diligently to create an environment where all staff, parents, students, and community members feel welcome. Parents volunteer on a regular basis, sponsoring and leading field trips and assisting with school assemblies. STEM has organized a FRIENDS of organization that will be responsible for raising funds to assist with academic programming. Parents and community members assist with our BOY Block Party, Harvest Celebration, Open Houses, Registration, Literacy Week, Book Fair, Awards Assemblies, EOY Celebration, and STEM Night.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Those students/families who require specialized services have received hospital visits and home visits. Our counselor and other members of our OSS team have recommended additional services for those families who may require more intensive support.	
	College & Career Exploration and election	-->		**3**
	• 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.	STEM students have exposure to careers early on. The premise of our school is to provide students with a strong STEM education early on with the hopes that they will pursue these types of careers in the future.	
	Academic Planning	-->		**3**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The STEM curriculum is extremely rigorous for all students at all grade levels. Students have Science, Technology, Engineering in a laboratory twice a week. They also have Art, Music and Physical Education twice a week. Students experience a departmental learning environment as early as Kindergarten.	
	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.	While we do not have an afterschool program, our students engage in on-going enrichment and extracurricular activities. Our students participate in monthly field trips, various speakers, community events-Hustle Up the Hancock, school-wide art project-FibreCraft	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	**College & Career Assessments**	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The overall concept of STEM provides students with a foundation for college and careers. Students participate in a yearly career day, women in engineering day, and third graders travel to UIC to tour the science and engineering departments.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	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.	At the Kindergarten grade level, students and their parents participate in a Kinder Round Up, that helps to identify how student's interact with others, their basic strengths and weaknesses and engage parents in conversations around Kinder expectations. Students and parents in benchmark grades understand the CPS guidelines for promotion and are encouraged early on to make positive choices that will lead to a successful transition to HS and College.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	--->		**4**
DIMENSION 7: Resource Alignment	• 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.	All of the schools resources are designated to support the learning environment. During year one, we allocated the majority of our funds to support Literacy and the STEM components. Resourses were allocated to support our Special Education population and to celebrate students successes throughout the school year. STEM is being very selective as we build partnerships, but we have established partnerships with the following organizations: The Field Museum	
	Building a Team	--->		**3**
	• 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.	As a new school, the principal was solely responsible for hiring. She implemented an extremely rigorous hiring process that requires selected candidates complete the following: submit resume, round one interview, demonstration lesson and recap, round two interview, potential job offer The principal used a team from the Office of Academic Enhancement to assist with interviews and selecting teachers for STEM. The upcoming school year we will utilize the interview protocol that was previously established. We will make minor tweeks allowing current teachers and parents to participateint the teacher selection process.	
	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. Date Stamp November 22, 2012	The LSD provides us with the additional time we need to implement the new STEM curriculum. As a new school that services primary students, we feel that it is imperative for our students to have a solid literacy and math foundation. As a result we implemented a 2 hour Literacy block and a 1.5 hour Mathematics blockfor all grade levels. We also increased the amount of time students spend in their specials classes. During our Literacy and Mathematics blocks students experience the workshop model of instruction which allows all students to learn the same skills, but differentiates the	

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

The STEM Magnet Academy will provide the instructional building blocks to develop lifelong learners and 21st century global citizens. Students will become critical thinking problem solvers who work collaboratively to improve the world around them. An engaging learning environment will promote student leaders who are capable of making evidence based decisions and develop multiple solutions for complex real world situations.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	By effectively implementing the STEM components into the core curriculum, STEM Magnet Academy students will be able to experience and identify the cross curricular connections in all subject areas.	As the first STEM Magnet Academy in CPS, our goal is to ensure that students receive daily instruction in the STEM subject areas. While STEM is our academic foci, STEM student will recognize that the core subjects do not function in isolation and they will become proficient in all subject areas.
2	By Implementing the Common Core Standards in both Literacy and Mathematics, by the end of the 2012-2013 school year, 90% of STEM Magnet Academy students will meet and/or exceed the state standards on all District Wide Assessments (DIBELS, mClass, TRC, NWEA and ISAT).	By utilizing the Common Core Standards to create curriculum maps and unit plans to guide daily instruction, students will be exposed to a more rigourous academic experience, which will lead to an increased knowledge and improved standardized test data.
3	The STEM Team will develop a cohesive writing program with quarterly school-wide writing assessments at each grade level. As a result, STEM students will view writing as cross-curricular and master the traits of writing: ideas, organization, voice, word choice, sentence, fluency and conventions.	As a new school, during the 2011-2012 school year, STEM's academic foci was STEM+Reading. As a result, our student writing was underdeveloped. Our goal this year is to continue to progress in the aforemention subject areas, while creating a cross-curricular writing program to increase our student interest, understanding and performance in writing.
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
By effectively implementing the STEM components into the core curriculum, STEM Magnet Academy students will be able to experience and identify the cross curricular connections in all subject areas.	As the first STEM Magnet Academy in CPS, our goal is to ensure that students receive daily instruction in the STEM subject areas. While STEM is our academic foci, STEM student will recognize that the core subjects do not function in isolation and they will become proficient in all subject areas.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers engage in summer professional development geared toward planning the first semester of school. Teachers will begin to organize Literacy and Math instruction to include student centers that incorporate the STEM components.	Instruction	All	Teachers, Specialists, Paraprofessionals, and Principal	Summer 2012	On-going	On-Track	
Teachers will meet during grade level meetings and all staff professional development to assess what is and is not working. Through collaboration with the specials teachers, necessary changes will be made to enhance the incorporation of STEM components in the core curriculum.	Professional Development	All	Teachers, Specialists, Paraprofessionals, and Principal	On-going	Summer 2013	On-Track	
The staff will be responsible for planning a STEM + Literacy week for parents and community. This will consist of guest speakers, interactive activities, and book fair.	Parental Involvement	All	Teachers, Specialists, Paraprofessionals, and Principal	Quarter 1	Quarter 4	On-Track	

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
By Implementing the Common Core Standards in both Literacy and Mathematics, by the end of the 2012-2013 school year, 90% of STEM Magnet Academy students will meet and/or exceed the state standards on all District Wide Assessments (DIBELS, mClass, TRC, NWEA and ISAT).	By utilizing the Common Core Standards to create curriculum maps and unit plans to guide daily instruction, students will be exposed to a more rigourous academic experience, which will lead to an increased knowledge and improved standardized test data.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create Literacy and Math curriculum maps for all grade levels	ILT/ Teacher Teams	Not Applicable	All Teachers, Literacy and Math Specialists	Summer 2012	Quarter 4	On-Track	
Weekly horizontal and vertical teacher planning	ILT/ Teacher Teams	Not Applicable	All Teachers, Specialists and Principal	On-going	On-going	On-Track	
Monthly critical friend observations	Instruction	Not Applicable	All Teachers, Specialists and Principal	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
The STEM Team will develop a cohesive writing program with quarterly school-wide writing assessments at each grade level. As a result, STEM students will view writing as cross-curricular and master the traits of writing: ideas, organization, voice, word choice, sentence, fluency and conventions.	As a new school, during the 2011-2012 school year, STEM's academic foci was STEM+Reading. As a result, our student writing was underdeveloped. Our goal this year is to continue to progress in the aforemention subject areas, while creating a cross-curricular writing program to increase our student interest, understanding and performance in writing.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a school-wide cohesive writing program	ILT/ Teacher Teams	Not Applicable	Teachers, Specialists, Principal	Summer 2012	On-going	On-Track	
Develop school-wide quarterly writing assessments with grading rubrics	ILT/ Teacher Teams	Not Applicable	Teachers, Specialists, Principal	Summer 2012	On-going	On-Track	
Monthly GLM and ILT meetings to analyze student writing samples and develop reteaching tools	ILT/ Teacher Teams	Not Applicable	Teachers, Specialists, Principal	Summer 2012	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

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