



2012-2014 Continuous Improvement Work Plan

Jean Baptiste Beaubien Elementary School

O'Hare Elementary Network
5025 N Laramie Ave Chicago, IL 60630
ISBE ID: 150162990252078
School ID: 609796
Oracle ID: 22201



Mission Statement

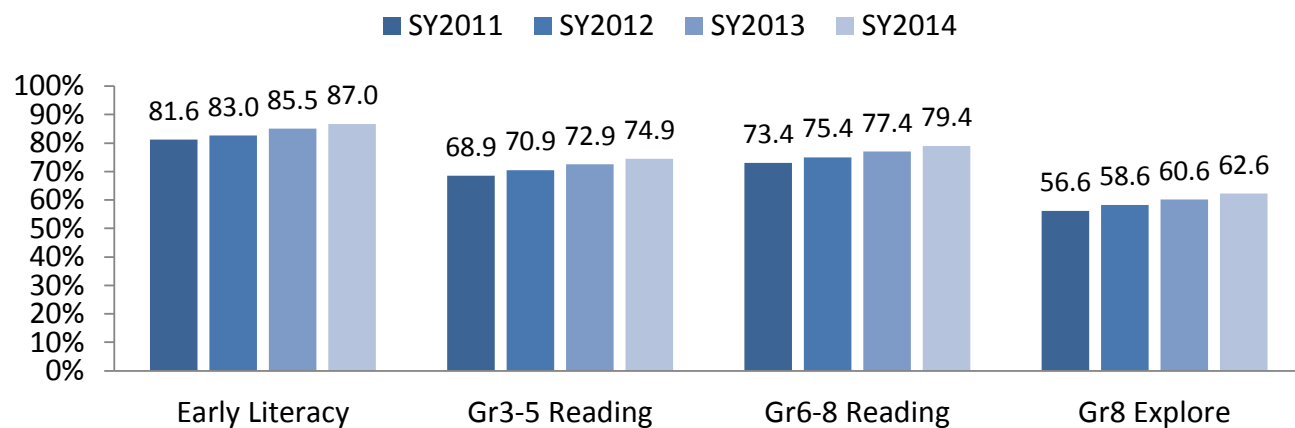
To continue improving upon rigorous instruction and programs which will allow all students the opportunities to pursue and develop their abilities for college and career readiness; to provide character building activities for the development of self-discipline, self-awareness, tolerance and acceptance.

Strategic Priorities

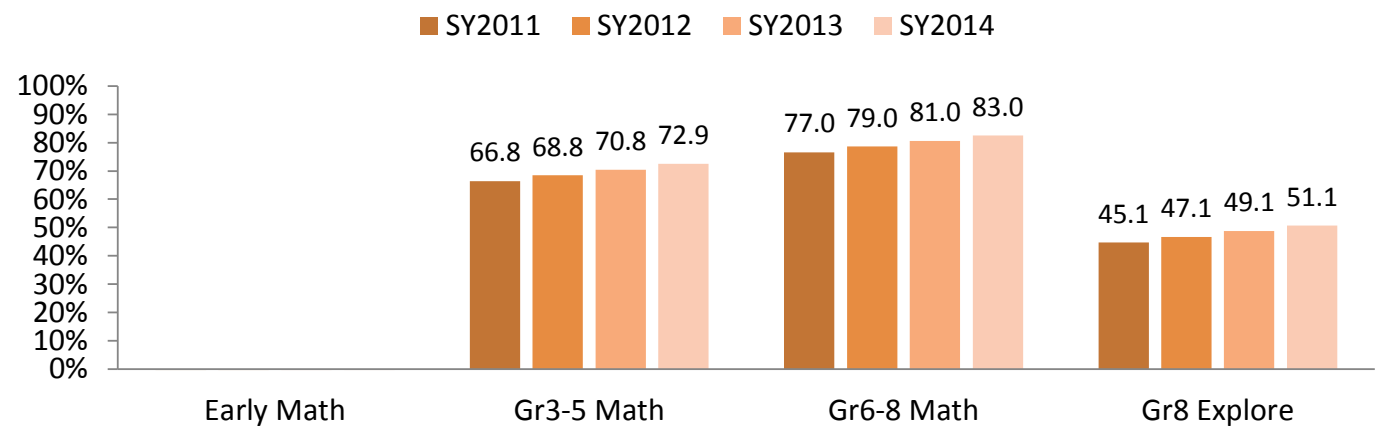
1. Align CCSS to all Language Arts programs.
2. Align CCSS to all math programs.
3. Increase before and after school programs to increase student enrichment and academic growth.

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:	Jean Baptiste Beaubien 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
Chris Kotis	Principal
Michelle Ludford	Assistant Principal
Debbie Solka	Lead/ Resource Teacher
Kim Beshorner	Special Education Faculty
Karen Stoll	ELL Teacher
Kim Sineni/Maureen Bryers	LSC Member
Sherry Siewierski	Parent/ Guardian
Patia Colovos/Linda Ori	Classroom Teacher
Georiga Lambpropolous	Classroom Teacher
Sherry Kasten	Classroom Teacher
Erica Loftus	Classroom Teacher
Sandra Olson	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	81.6	83.0	85.5	87.0		Early Math % of students at Benchmark on mClass	NDA	na	na	na
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	68.9	70.9	72.9	74.9		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	66.8	68.8	70.8	72.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.4	69.4	71.4	73.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.1	71.1	73.1	75.1
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	73.4	75.4	77.4	79.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	77.0	79.0	81.0	83.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.1	62.1	64.1	66.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.6	72.6	74.6	76.6
8th Grade										
Explore - Reading % of students at college readiness benchmark	56.6	58.6	60.6	62.6		Explore - Math % of students at college readiness benchmark	45.1	47.1	49.1	51.1



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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	95.7	96.0	96.2	96.4					
					Misconducts Rate of Misconducts (any) per 100	7.4	7.0	6.8	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	86.6	88.6	90.6	92.6		ISAT - Reading % of students exceeding state standards	41.7	43.7	45.7	47.7
ISAT - Mathematics % of students meeting or exceeding state standards	89.5	91.5	93.5	95.5		ISAT - Mathematics % of students exceeding state standards	49.0	51.0	53.0	55.0
ISAT - Science % of students meeting or exceeding state standards	91.0	92.0	93.0	94.0		ISAT - Science % of students exceeding state standards	47.1	49.1	51.1	53.1

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
	<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. 	<p>Students, at all grade levels, are given various assessments to ensure we are providing quality, rigorous instruction and can assist students where need be. All teachers set measurable goals to increase student growth. Our assessments include:</p> <ul style="list-style-type: none"> MAP/NWEA Testing (Grades 1-8) ISAT Testing (Grades 3-8) DIBELS (Grades K-2) CCSS /CPS Assessment RtI (Grades 1-8) NUMATS (Grades 3-8) for students have achieved 90%+ in reading or math District Wide Writing Assessment (Grades 7-8) ACCESS Testing (K-8) EXPLORE (Grade 8) IAA (Grades 3-8) WIDA W-APT (Grades K-8) 	
	Principal Leadership ----->			4
	<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. 	<ul style="list-style-type: none"> Principal sets aside money for Professional Development opportunities for teachers. In collaboration with the Principal and ILT, the CIWP (formerly SIPAAA) sets a clear mission for our school. Principal annually distributes the School Scorecard. Principal arranges for curriculum experts to provide professional development on new materials as well as the CCSS. Principal holds weekly staff meetings. Grade level teams also hold weekly meetings that the Administration may attend. Reports are submitted by Team Leaders. Principal communicates information to the community by holding an Open House as well as through the monthly newsletter, The Beaubien Banner and school web site. Principal presents biannual reports on the state of the school at LSC meetings. The Principal establishes an efficient ILT with representatives from all areas on the school community. Regular meetings are held. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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 	<ul style="list-style-type: none"> • Well chosen, experienced staff from all areas of instruction are included on the ILT • Professional Development and regular team meetings • Content Area Discussions • Evaluating work that has been done in team and small group meetings • Analyzing test results, student improvement/progress, and differentiating instruction in all grade and content areas 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			4
<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 	<ul style="list-style-type: none"> Well chosen, experienced staff from all areas of instruction are included on the ILT Professional Development and regular team meetings Content Area Discussions Evaluating work that has been done in team and small group meetings Analyzing test results, student improvement/progress, and differentiating instruction in all grade and content areas 	
<p>Monitoring and adjusting -----></p>			4
<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. 	<ul style="list-style-type: none"> Grade level meetings Sharing ideas for differentiated instruction on a school wide level Analyzing NWEA results using des cartes Ongoing data analysis meetings SPED monthly meetings w/the case manager to discuss new laws Mentoring (unofficially) 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<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. 	<ul style="list-style-type: none"> Quarterly lesson plans w/an emphasis on CCSS Planning during team meetings always focusing on CCSS New reading series aligned to the CCSS The reading series was chosen to connect the primary, intermediate & upper grades Inclusion & Pull-Out Programs Curriculum supported through hands-on activities Gifted program aligns their curriculum with high school 	
	Instructional materials ----->			4
	<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). 	<ul style="list-style-type: none"> Reading series has been purchased that are aligned w/CCSS. Looking to replace the Math Series in the near future Bilingual Materials are available in many topics SPED has instructional leveled readers and other materials SPED has textile math program Differentiated through out all grade levels and programs 	
<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 ----->			4
<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. 	<ul style="list-style-type: none"> • MAP, Dibels, Common Core, Gradebook • Weekly Assessments, 5th and 10th Day Saxon, Unit Tests, Dibels, NWEA/MAP • Weekly Extended Response(Reading and Math), Student Portfolios • Common Core-Highlighted Version(ELL/SpEd tests Read Aloud) 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>4</p>
<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. 	<ul style="list-style-type: none"> • Teachers use CCSS to develop, plan and execute rigorous lessons and units of study. • Use of the Hess Matrix to increase rigor of content and instruction. • Teachers use MAP test data in reading and math as well as Des Cartes to provide for meaningful differentiated instruction. • Partner work/small group activities focusing on differentiation. • Providing students with varied assessment opportunities touching on multiple intelligences. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<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. 	<ul style="list-style-type: none"> The school has two dedicated RtI teachers who work closely with the classroom teachers to identify students in need of services. RtI teachers meet consistently with classroom teachers to discuss progress and plan for instruction. Clear communication between RtI teachers, social worker, psychologist, nurse, occupational therapist, speech pathologist, school counselor, case manager and classroom teachers. 	
	Whole staff professional development ----->			4
	<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. 	<ul style="list-style-type: none"> Whole staff professional development on in-service days. Regular grade level meetings. ILT meetings that generate grade level meetings. CCSS implemented this year. Grade level teams meet and plan together to correlate the CCSS to teaching. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<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. 	<ul style="list-style-type: none"> Teachers take ownership as a grade level instead of individually. Teachers share materials and share instructional planning ideas. Discuss and help coordinate all aspects of the school. Teachers meet to discuss data and use it to plan accordingly to their strengths and weaknesses. Inclusive meetings weekly/daily. Meet quarterly with RTI to progress monitor. Grade level common prep times. Quarterly planning located in lesson planners. Lesson planners checked monthly for goals/standards by administration. Consultation/collaborative logs are shared inclusively with all teachers. 	
	Instructional coaching ----->			4
	<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. 	<ul style="list-style-type: none"> New teachers provided with mentors in the school and are able to participate in specific workshop opportunities Teachers develop mentor/mentee relationships and provide feedback Guidance by team leader Reading specialist provides support for differentiation Teacher handbook given to every teacher in the beginning of the school year Teachers receive administrative feedback 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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 	<ul style="list-style-type: none"> Staff members collaborate to plan Literacy and Math expectations that are rigorously aligned to the Common Core Standards from Elementary to High School. Collaborate across grade levels. Analyze with team: MAP scores, ISAT scores, Common Core testing to identify strengths and weaknesses. Teacher tutoring before and after school Grade level teams will review and analyze data to plan appropriate RTI intervention, enrichment and instruction. Train and support staff in digital tools to enhance learning and teacher collaboration to increase technology integration. Academic advising Bilingual programs, ESL, and testing Open House, parent-teacher conferences and Reality Fair Student Council and Beta Club (peer tutoring). 	
	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. 	<ul style="list-style-type: none"> Guidance Counselors provide services for at-risk students to afford students the opportunity to make good choices through guidance and support. Character Education is taught through Literature across all grade levels. Staff in room 101 provide: Counselors, psychiatrist, psychologist, group counseling, and social workers. Literature units and curricular activities revolve around various cultures. Cultural diversity is celebrated through life skill field trips, assemblies, dances, movie night, and B-Show. Socialization is encouraged through our monthly activity period. Open effective communication between teacher and family about individual student achievement and behavior. Provide interpreters for various languages. 	
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. 	<ul style="list-style-type: none"> Annual review of emergency drills and emergency plan. Monthly school safety drill Security Guard Safety Patrol Procedure for visitors when entered building Behavior intervention plan when needed. Behavior is monitored by the Student Code of Conduct. PTO sponsored events. Information is communicated through Beaubien Banner, teacher websites, email, conferences, and voicemail. Beaubien Elementary rules Classroom rules and procedures 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<ul style="list-style-type: none"> MAP/ISAT Scores, School Score Card Beaubien Banner, newsletters, Open House, Report Card Pick-Up, website School Counselor, SPED Transition Plans (help students find the right program for them) 	
	Ongoing communication ----->			4
	<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. 	<ul style="list-style-type: none"> Progress reports, emails, phone calls, conferences, notes home, questionnaires (information on child), interpreting/translating, websites, DeCartes, newsletters 	
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. 	<ul style="list-style-type: none"> Movie Night, Welcoming Office Staff, Open House, Dances, Chicago Fair, Drama Club, Science Fair, Chorus/Band, Field Day, Walk-a-Thon, Basketball, Volleyball, B-Show, Math Club, Cultural Arts Fair, Bilingual Fair, PTO Sponsored Events, Reality Fair, Extended School Day, Advisory Committee, Bilingual (BAC), Grade Level Performances. 	

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. 	School staff conducts intensive outreach to families in need of specialized support through <ul style="list-style-type: none"> Home visits Collaboration with social service agencies Study groups at libraries after school hours and on weekends Crisis interventions Tutoring/teaching services for home-bound students 	
	College & Career Exploration and election ----->			4
	<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. 	School provides exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations through: <ul style="list-style-type: none"> Reality, science & high school fairs, City-wide competitions (Latin, Math Counts) Student council Guidance programs Fundraising and community awareness activities 	
Academic Planning ----->			4	
<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. 	School provides support for student planning, preparation, and participation in their college and career aspirations and goals through: <ul style="list-style-type: none"> Rigorous common core state standard academic program 7th & 8th grade academic center 8th grade transition plans NEIU outreach participation Open-ended questioning opportunities Implementation of Hess Matrix (Bloom's taxonomy) Differentiation in instruction, student products and assessments Units of study Field trips Investigative problem based learning opportunities Environmental awareness activities (garden) 		
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. 	Enrichment and extracurricular opportunities that help to build leadership, nurture talents and interests, and increase student's engagement with the school include <ul style="list-style-type: none"> Student Council Hands-on volunteer program Drama club Chorus & band Monthly activity mixers 		

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 ----->			4
	<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. 	School promotes preparation, participation and performance in college and career assessments by <ul style="list-style-type: none"> NW talent search EXPLORE tests 8th grade transition plans Opportunity to take the SAT/ACT 	
	College & Career Admissions and Affordability ----->			4
	<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. 	School promotes college preparation through the following: College Banners displayed throughout building, ongoing conversations with students and families about college and career and effective use of explore data to inform instruction	
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. 	Activities to ensure effective transitions (into Kindergarten, at each benchmark grade, and from 8th to 9th grade) include <ul style="list-style-type: none"> Annual open house Monthly newsletters First Class email system Collaborative meetings with parents of struggling students Voicemail system available to those without technology Teacher team collaborations to spiral abilities within and across grade levels Bi-lingual transition plan Last day of school activities (meet your new teacher) 	

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. 	<ul style="list-style-type: none"> • Laptop Cart • LCD Projectors • Elmos • Updating textbooks that align with CCSS • After school Counts • Walk – A – Thon • Trivia Night (Community Donations) • Reality Fair (Volunteers and giveaways) • 2 LSC Community Liaisons • Keeps staff and teaching positions • Updated Rtl resources with Easy CBM 	
	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. 	<ul style="list-style-type: none"> • Some teachers have student taught here • Some teachers are former parents • Some subs are former/current parents • Aids are former/current parents or from the community • Created a community forum for input on current principal selection • We are part of a Cluster (D) with 4 other schools – •principal communication and sharing between area schools • Staff is encouraged to pursue advanced degrees/endorsements that will benefit our students • All Teachers are highly qualified 	
Use of Time ----->			4	
	<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. 	<ul style="list-style-type: none"> • Common 45 minute preps for grade level team members • Leveled Math classes • Schedules are based on district requirements as well as student needs • Double blocking Science Labs • Differentiated Instruction within classrooms/subjects • Rtl 	

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

To continue improving upon rigorous instruction and programs which will allow all students the opportunities to pursue and develop their abilities for college and career readiness; to provide character building activities for the development of self-discipline, self-awareness, tolerance and acceptance.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Align CCSS to all Language Arts programs.	To increase exceeds column by 3% on ISAT scores and increase growth targets on NWEA reading by 3% by SY2014
2	Align CCSS to all math programs.	To increase exceeds column by 3% on ISAT scores and increase growth targets on NWEA math by 3% by SY2014
3	Increase before and after school programs to increase student enrichment and academic growth.	Provide opprtunities for all students to attend enrichment activities as well as intervention classes which will ensure student growth in math and reading proficiency.
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
Align CCSS to all Language Arts programs.	To increase exceeds column by 3% on ISAT scores and increase growth targets on NWEA reading by 3% by SY2014

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core literacy standards using the ILT team to report back to grade level teams.	Professional Development	All	Principal	Summer 2012	On-going		
Inventory existing texts in each classroom and determine if they align with CCSS. Invest in supplemental nonfiction texts where needed.	Instructional Materials	All	Principal	Summer 2012	On-going		
Provide supplies needed to implement the CCSS in all Language Arts programs.	Supplies	All		Summer 2012	On-going		



Strategic Priority 1

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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
Align CCSS to all math programs.	To increase exceeds column by 3% on ISAT scores and increase growth targets on NWEA math by 3% by SY2014

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core math standards using the ILT team to report back to grade level teams.	Professional Development	All	Principal	Summer 2012	On-going		
Investigate new math programs that align to the CCSS. Determine if current curriculum needs to be replaced or supplemental materials need to be ordered.	Instructional Materials	All	Principal	Summer 2012	On-going		
Provide supplies needed to implement the CCSS in all math programs.	Supplies	All	Principal	Summer 2012	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase before and after school programs to increase student enrichment and academic growth.	Provide opprtunities for all students to attend enrichment activities as well as intervention classes which will ensure student growth in math and reading proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide reading and math before and after school interventions using NWEA data to flag students.	After School/ Extended Day	All	Principal	Quarter 1	On-going		
Provide enrichment opportunities to all students after school.	After School/ Extended Day	All	Principal	Quarter 1	On-going		



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

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