



2012-2014 Continuous Improvement Work Plan

Frank I Bennett Elementary School

Rock Island Elementary Network
10115 S Prairie Ave Chicago, IL 60628
ISBE ID: 150162990252083
School ID: 609800
Oracle ID: 22241



Mission Statement

Our Mission at the Bennett-Shedd School is to provide all students with high quality instruction. We will provide an environment where all students can achieve to their maximum potential. We strive to develop the whole child so that they leave us well rounded with a wealth of knowledge and experiences. We aim to make the students college and or career ready and to equip them with the tools necessary to compete and be successful with the global society.

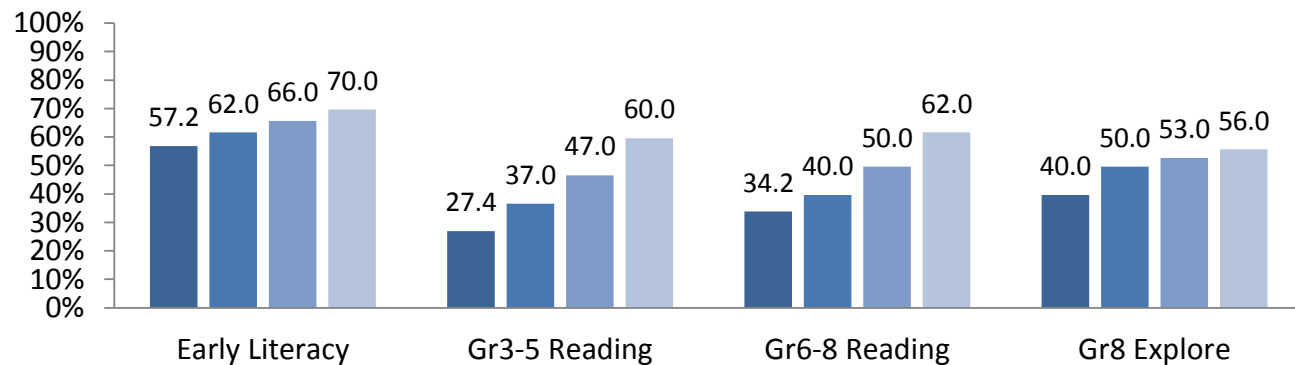
Strategic Priorities

1. Scheduling allows for weekly grade level meetings during the school day.
2. Curriculum: Teachers will create quarterly pacing guide aligned to grade level and content standards that outlines what teachers should teach, when they should teach the standards, and the order the standards should be taught.
3. Grade level/Teacher teams: Teachers (general education and special education) will meet regularly to collaborate. There will be scheduled times for the teacher teams to analyze data, create unit plans, discuss progress monitoring, interventions and plan weekly instruction. There will also be protocols in place to assist with

School Performance Goals

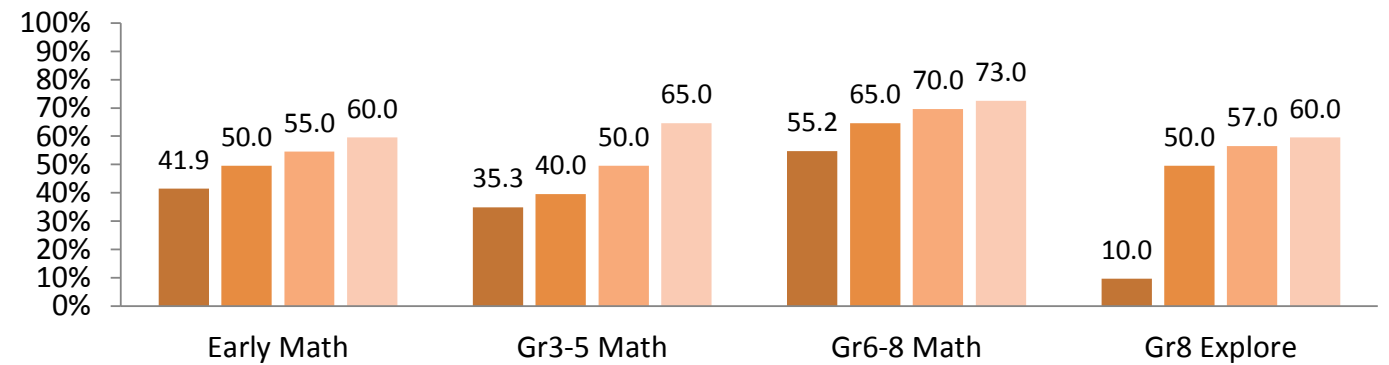
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Frank I Bennett 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
T. Hale	Lead/ Resource Teacher
R. Meschino	Counselor/Case Manager
K. Burrage-Poindexter	Classroom Teacher
N. Hill-Tubbs	Classroom Teacher
L. Smith	Classroom Teacher
L. Wallace	Classroom Teacher
G. Suteria	Support Staff
J. King	Classroom Teacher
A. Beaugard	Assistant Principal
R. Fields	Principal



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	57.2	62.0	66.0	70.0		Early Math % of students at Benchmark on mClass	41.9	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.4	37.0	47.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.3	40.0	50.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.2	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.7	65.0	70.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.2	40.0	50.0	62.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	55.2	65.0	70.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.6	64.0	70.0	76.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.5	68.0	72.0	76.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	40.0	50.0	53.0	56.0		Explore - Math % of students at college readiness benchmark	10.0	50.0	57.0	60.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.5	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	6.5	5.0	4.5	4.0

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	67.8	71.8	76.0	80.0		ISAT - Reading % of students exceeding state standards	8.4	12.0	18.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.6	82.0	86.0	90.0		ISAT - Mathematics % of students exceeding state standards	13.7	18.0	25.0	35.0
ISAT - Science % of students meeting or exceeding state standards	56.3	60.0	65.0	70.0		ISAT - Science % of students exceeding state standards	0.0	8.0	13.0	25.0

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 ----->			2
	<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>Through ongoing, individual data conversations, teachers sit with students to review assessment data and set goals with their students. At B.O.Y. teachers identified their Dream Team and established an intervention plan for the group. Administration and ILT will work to create a monitoring tool to make sure intervention is actually taking place.</p> <p>Theory of Action is established. We will begin to identify and prioritize Big Rocks and create a timetable for implementation and completion.</p>	
	Principal Leadership ----->			2
	<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. 	<p>Professional learning is organized through whole staff development. We will begin to create and provide a protocol which links PD to ILT and teacher team meetings. We will also conduct an interest survey and incorporate into our PD schedule.</p> <p>Principals conducts classroom visits frequently in order to monitor instructional practices. After further training with the new teacher evaluation process, principal will observe utilizing the coaching cycle(pre-conference, observation, post conference).</p> <p>Principal keeps families abreast of whats going on at school by sending out a monthly calendar, news letters, and posting information on the school marquee. We are going to include previous activities back in to our annual calendar such as and quarterly assemblies and Family Reading and Math Nights.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each teacher has a vested interest in the school and is an active member of at least one team or committee.</p> <p>Each teacher is encouraged to voice their thoughts and opinions during staff meetings.</p> <p>Several teachers take the initiative to seek out and lead programs for the students (You Be the Chemist, After School All Stars, Cell phones for Seniors and Soldiers, recycling projects...). Teachers have written and received various grants.</p> <p>Teachers are encouraged to share their learning, but information is inconsistently shared after participating in professional learning activities. There will be time set aside for this articulation to occur.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>There are regularly scheduled meeting times for the ILT. Schedule is created and shared biannually.</p> <p>The ILT is comprised of teachers from each cycle and content strand. During the annual reorganization we will include paraprofessional(s) as well as expertise and knowledge.</p> <p>ILT shares information within grade level meeting. In order to promote total transparency and to make sure all teachers are getting the same information, ILT will begin to report out on findings and next steps to staff members during PD meetings.</p> <p>ILT will be take more time to reflect and make adjustments as necessary regarding progress towards school goals.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Data for district assessments is regularly analyzed at the school level. This information is utilized to help teachers create their weekly differentiated instruction plans. We need to create a schedule for observing and monitoring the implementation of the differentiated instruction lessons.</p>	2

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 ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Curricular pacing utilized by the teachers has been determined by Network Office. Pacing has been aligned to both Network Office and DePaul University. Some teachers follow Network and some follow DePaul. In order to establish cohesion, teacher teams/grade level teams will begin to create their own quarterly pacing guides which will include both IAF and CCSS.</p> <p>Short and long term plans do not consistently provide evidence of differentiated instruction. Teachers will receive additional training and resources on differentiated instruction.</p> <p>There is limited exposure to nonfiction text. We will incorporate more nonfiction into the curriculum after purchasing additional resources and providing PD.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Core instructional materials are consistent across grade level and subject areas and are aligned to current state standards. We will begin to assess new books which are aligned to CCSS.</p> <p>Reading materials are supportive to students with disabilities and lessons are provided for high, low and mid tier learners.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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 ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Classroom data is available to all teachers. Teachers need additional support with retrieving the various reports.</p> <p>School administers all district required assessments. Teachers will include a five week interim assessment which will include constructed response, performance tasks and projects.</p> <p>Assessment accommodations and modifications are in place for state assessment. We will create an assessment team to make sure that students with disabilities have accommodations and modifications for all formal and informal assessments.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Some teachers clearly communicate learning objective by writing objective on the board and verbally providing students with a purpose for the lesson. Teachers will be reminded to review and provide evidence of the Blackboard Configuration. This is to be done on a daily basis.</p> <p>Most teachers submit weekly differentiated instruction plans, but there is limited evidence of implementation during classroom observations. Teachers will be required to put dates and times of differentiated instruction lesson for monitoring purposes.</p> <p>Some teachers scaffold instruction to meet the needs of all learners. This is evidenced in their weekly lesson plans. These teachers design lessons utilizing the Optimal Learning Model. Also, to increase the rigor, teachers will begin to incorporate more high level thinking questions as well as CCSS. Teachers will receive training on CCSS, Bloom's Taxonomy levels and question stems and include in daily instruction.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>School has a system for administering screenings and providing interventions.</p> <p>Interventions are monitored. We will create a system/protocol for ILT and teacher teams to take part in the monitoring process.</p> <p>Intervention resources are not consistent throughout the building. We will contact Network RTI Specialist regarding the investigation of various intervention resources, PD and adopt a school wide intervention program/system.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Whole staff professional development occurs regularly and is aligned to the school's priorities (LRE and differentiated instruction). Professional development is also aligned to weaknesses determined from formative assessment.</p> <p>Effectiveness and relevance is determined through evaluations conducted at the end of the session. . Future goals include creating a yearlong professional development calendar of dates and content prior to the start of the school year. We will look to develop a plan for monitoring the effectiveness through classroom observations.</p>	

School Effectiveness Framework

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

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

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Most staff members exhibit high expectation for all the students. All students are considered for school leadership roles within the school.</p> <p>School will implement a plan for motivating and cultivating an environment that reinforces high expectations and college readiness for all students.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Some students have a bond with adult advocates. Students with disabilities begin their day in the general education classrooms where they spend the majority of their day interacting with their grade level peers.</p> <p>Most interactions among students and adults are respectful. We will begin to rotate staff to the Foundations/Safe and Civil Schools training sessions and incorporate more of the strategies in to our day to day procedures. We are also going to address any disrespect through our training with CASEL(Social and emotional learning).</p>	
Behavior& Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Staff maintains a safe and welcoming environment.</p> <p>Discipline violations and incentives are handled differently by teachers. We will assemble a discipline team and design a school wide discipline plan. We will utilize strategies from Safe and Civil School-Foundations.We will provide more incentives and activities.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal conducted meetings to discuss and explain School Report Card, Progress Report, goals for the year and a plan of action. During Open House, Report Card Pick-up and parent meetings, parents receive information regarding grading policy and promotion requirements. Counselor provides information to families who are transitioning out.	
	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. 	In addition to report card pick up times, there is on ongoing, frequent two-way communication between families and the school. This includes general and grade specific parent meetings, monthly parent meetings(PAC), monthly calendars. Parents were invited to attend the High School Fair with their child in order to gather first hand information about requirements and special offerings.	
Bonding ----->			2	
	<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. 	The school strives to have a welcoming and family friendly environment. Occasionally, there are opportunities for families and community to participate in engaging activities. We are going to include previous activities back in to our annual calendar such as and quarterly assemblies and Family Reading and Math Nights.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We have teachers who provide homebound services and our community partner (SGA) provides home visits. School members as well as SGA provides referrals for outside assistance as need. The school also participates in the vision program which provides the students with eye glasses. Additional supports include bus cards, bookbags and school supplies, hats, gloves and coats.</p>	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>We will begin to focus more on college and careers. We will schedule at least one career day and college day. Students will do college and career research reports and we will look at having upper grade students to tour local colleges.</p>	
Academic Planning ----->			1	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>More time will be spent providing information about college and careers. We will prepare, provide access to information and encourage students to take advanced classes in high school.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>All students (general and special education) in grades 1st - 8th have the opportunity to participate an enrichment and or extracurricular activities. We have 20+ weeks of After School All Stars which included both enrichment and extracurricular activities. There was</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Eighth grade students participate in the annual Explorer Assessment.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	DOES NOT APPLY	
	Transitions ----->			3
	<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. 	The school works to ensure effective transition into all grade levels. Families receive required information as well as a list of skills that will be necessary for the next grade level.	

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 ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Discretionary funding is aligned to SIPAAA/CIWP.</p> <p>School actively identifies opportunities for developing community partnerships in order to address the needs of the students(SGA, You Be the Chemist, Musuem of Science and Industry, Beulah A.G. Smith Dance Foundation...).</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is conducted based upon vacancy and the needs of the students.</p> <p>Interview is conducted by the principal and a team from the school. School partners with universities to provide internships(student teaching) in order to build a pool of potential staff members.</p> <p>Grade/course teams are created based on teacher endorsements, data, and content knowledge.</p>	
Use of Time ----->			2	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Scheduling allows for weekly grade level meetings during the school day.</p> <p>Tutoring times for students is included in the schedules of ancillary staff members. Next steps will be to provide ancillary staff with a list of students for them to target along with data and next steps.</p>		

Mission & Strategic Priorities

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

Mission Statement

Our Mission at the Bennett-Shedd School is to provide all students with high quality instruction. We will provide an environment where all students can achieve to their maximum potential. We strive to develop the whole child so that they leave us well rounded with a wealth of knowledge and experiences. We aim to make the students college and or career ready and to equip them with the tools necessary to compete and be successful with the global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Scheduling allows for weekly grade level meetings during the school day. Tutoring times for students is included in the schedules of ancillary staff members. Next steps will be to provide ancillary staff with a list of students for them to target along with data and next steps.	Grade level/Teacher teams: Teachers(general education and special education) will meet regularly to collaborate. There will be scheduled times for the teacher teams to analyze data, create unit plans, discuss progress monitoring, interventions and plan weekly instruction. There will also be protocols in place to assist with team collaboration procedures.
2	Curriculum: Teachers will create quarterly pacing guide aligned to grade level and content standards that outlines what teachers should teach, when they should teach the standards, and the order the standards should be taught.	When observing instruction and looking at lesson plans, it is obvious that pacing guides utilized are not consisted (Network pacing & DePaul pacing). By allowing teacher teams to create their own pacing guides, they will know well in advance what standards to cover. This will allow time for teachers to create and collect tools to help and assist their instructional practices. This will also provide consistency and lead to an increased number of students meeting and exceeding state standards.
3	Grade level/Teacher teams: Teachers(general education and special education) will meet regularly to collaborate. There will be scheduled times for the teacher teams to analyze data, create unit plans, discuss progress monitoring, interventions and plan weekly instruction. There will also be protocols in place to assist with team collaboration procedures.	When observing team meetings and reviewing post teacher team meeting notes, one can see that the focus is varied, time is spent discussing day to day operations and there is typically no agenda or objective. By having regularly scheduled meetings, long term goals, and procedures on how to effectively collaborative there will be cohesion within the teacher teams. This will create an environment where teachers share ownership for results in student learning and where developing a plan for student success becomes the primary focus.
4	Optional	
5	Optional	



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3

