



2012-2014 Continuous Improvement Work Plan

Foster Park Elementary School

Englewood-Gresham Elementary Network

8530 S Wood St Chicago, IL 60620

ISBE ID: 150162990252618

School ID: 609927

Oracle ID: 23261



Mission Statement

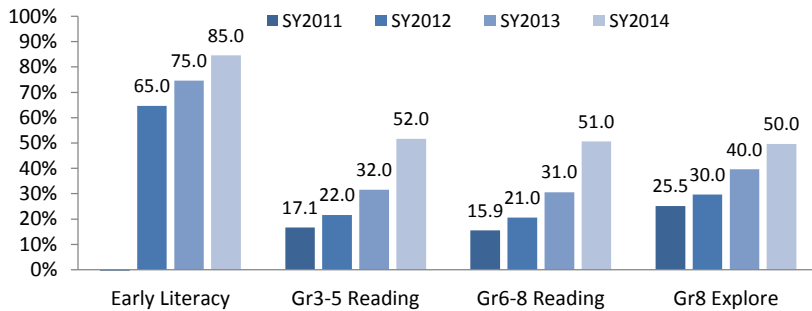
Foster Park Fine and Performing Arts Magnet Cluster School will establish an exemplary learning community that supports innovation through the development of 21st century skills, fine and performing arts, excellence and continuous educational improvement. Foster Park commits to addressing the learning needs of all students academically, socially, emotionally, and physically. We strive to create a collaborative student-centered learning environment which promotes best practices through thoughtful teaching and learning, which are implemented through challenging learning goals, rigorous instruction, and assessments to ensure all our students are college and career ready and well prepared to compete in a global society. At Foster Park, "Fostering Excellence in Education" will be actualized.

Strategic Priorities

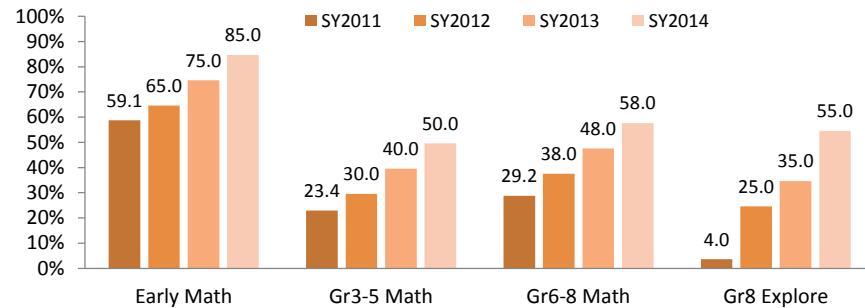
1. Foster Park School will implement a Full School Day schedule beginning September 2012.
2. Foster Park School's instructional focus will be the Common Core Standards in all grades.
3. Foster Park School will implement CPS's new teacher evaluation plan beginning the 2012 school year.

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:	Foster Park Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
John Webb	Principal
Kimberly A. Harper-Young	Assistant Principal
Lela Mowatt	Classroom Teacher
Sherri Walker	Lead/ Resource Teacher
Karen Hicks	Classroom Teacher
LaTonya Wilks	Counselor/Case Manager
Knighta Perry-Royal	LSC Member
Annie Gilbert	Classroom Teacher
Sharnta Beloch	Classroom Teacher
Arnetta Fridge	Lead/ Resource Teacher
Nakia Parchman	Special Education Faculty
George Sterlin	Lead/ Resource Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	65.0	75.0	85.0					
					Early Math % of students at Benchmark on mClass	59.1	65.0	75.0	85.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	22.0	32.0	52.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	23.4	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.2	50.0	60.0	70.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	40.3	50.0	60.0	70.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.9	21.0	31.0	51.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.2	38.0	48.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	29.3	50.0	60.0	70.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.1	50.0	60.0	70.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	25.5	30.0	40.0	50.0	Explore - Math % of students at college readiness benchmark	4.0	25.0	35.0	55.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.7	95.0	96.0	97.0					
Misconducts Rate of Misconducts (any) per 100	33.6	20.0	15.0	10.0					

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	52.7	65.0	75.0	85.0		ISAT - Reading % of students exceeding state standards	5.7	10.0	20.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	66.3	72.0	78.0	85.0		ISAT - Mathematics % of students exceeding state standards	8.0	15.0	25.0	35.0
ISAT - Science % of students meeting or exceeding state standards	44.8	58.0	72.0	85.0		ISAT - Science % of students exceeding state standards	2.3	7.0	14.0	21.0

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>The school has benchmark goals using the IAF's and ISAT. The school has created a clear mission and vision statements to establish the direction that the school is going and to focus. The school also developed a Theory of Action Core. The levers for the Theory of Action are Core Instruction, Professional Learning Systems, School Climate, Results Oriented Leadership, and Community & Parental Involvement. There needs to be fidelity by all stakeholders.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>PD's and common planning Progress monitoring for teachers Pre and Post conferences before and after observations conducting by Principal and Assitant Principal Beginning of year conferences and expectation meeting with teachers Monthly parent newsletter and calendards Weekly staff bulletin Weekly educator's newsletter Parent meetings and activities Active PAC and LSC Year Long Planning calendar Principal monitors performance of instructional coaches. Events are planned promoting college and career reasiness such a College Week, Career Fair, Junior Achievement with A.T. Kearney, Principal for a Day, Staff Member for Day, etc.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			1
<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 	Cycle meetings (common planning) Instructional coaches (reading and math) Union Representative SIPAA/b CWIP team Teacher representative on ILT Data Planning Team PPLC Train the Trainer Model for staff bring back information from Professional development Events that support school curriculum aligned to the Illinois Learning Standards and the Common Core State Standards	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<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>The school's ILT is made up of a diverse set of staff members. math specialist, reading specialist, special education specialist, counselor/case manager, fine and performing arts specialist, principal, assistant principal ILT weekly meetings to discuss teaching and learning ILT implements professional development ILT analyzes quantitative data Staff is required to turn in assignments where their voice head for all decisions involving the school Creating action plans to improve student achievement and improve school wide goals</p>	
Monitoring and adjusting			2
<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>Analyze data in common planning meetings and professional development progress monitoring meetings centered around individual teacher data in order to make adjustments to their focus Teachers complete Weekly Assessment Rubric on classroom assessments aligned to the Illinois Learning Standards can Common Core State Standards Completing a Weekly Artifact Rubric on the work samples</p>	

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	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. 	Curriculum maps Individualized Education Plans pacing charts aligned to standards Prentice Hall and Harcourt books with resource guides for interventions Teachers use an uniform lesson plan format and an uniform curriculum map that is created with their grade level teams. Each grade has a pacing chart aligned to the IAF's for each quarter for Reading, Writing, Math, Science, and S. Studies. Curriculum Maps and Assessments are created every 5 weeks by each teacher. Textbooks are aligned to the IAF's. Leveled readers are used to differentiate instruction.	
	Instructional materials ----->			2
	<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). 	All materials are aligned to the Illinois Learning Standards./ Materials are leveled which allows for accomodations and enrichment support.	
<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 ----->			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>mClass/STEP/Scantron/ePath/Progress monitoring using weekly and biweekly assessments/IEP benchmarks/ 5 week benchmark assessments/ISAT/ Common Core/ Reflection Sheets to determine/ Schoolwide data is visible to entire learning community in a common area for all to see/ Each classroom has a data wall displaying data for students.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Instruction aligned to the Illinois Assessment Framework by using Pacing Charts/ Whole Group Instruction/ Scaffolding /Modeling/ Direct Instruction/ Differentiated Instruction/ Progress Monitoring using formative assessments/Rigorous Instruction./Instructional Coaches/ Learning Walks/ Feedback/5 week Assessments/ Bloom Taxonomy to increase the level of complexity/ Curriculum Maps/ Best practices implemented with fideility./ Implementing small group and flexible groups./ Staff developed staff in areas that need improvement.</p>	

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	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. 	Rtl/Behavior Plans/In School Suspension/School Social Work Services/Screening systems for students/Small group instruction/Testing blocks for assessing students/Scantron/mClass/STEP/ePath/Resource/Accelerated Reader/Leveled Readers/Strategic Intervention/After School Programs	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	Year Long Planning Calendar/Quarterly Pacing Chart/Quarterly Curriculum Maps/Classroom Learning Walks/Weekly staff meetings/Common Planning Meetings/Grade Level Meetings/Collaboration Logs/Gradual Release Model/ Year Long Professional Development calendar/ PD is established from the Instructional Leadership Team.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Weekly Common Planing Meetings/Collobration Logs/Progress Monitoring Meeting with Administration/Data Analysis Grade Level Meetings/Team Teaching/ Vertical Team meetings happen periodically/ Colloboration logs are turend in bimonthly/ Administrators attend grade level meetings/ All meetings are agenda driven.</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>Coach teachers based on their need/ New teachers are inducted with a new teacher induction process. Teachers are encouraged to have individual PD plans tailored to their individual needs. Teachers receive feedback on improving their practice from administrators and instructional coaches. Teachers participate in learning walks on their preparational periods quarterly.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Student Council/Career Fair/College Fair/Progress Monitoring Meetings/Peer Coaching/Learning Rounds and Observations/Teacher Mentor/ Competitions/ Morning Annocement, WGN Focaster of the Day.</p>	
	Relationships ----->			2
	<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 oppourtunities 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>All students with disabilities participate in the same activities as regular education students/Social Worker Services/Extra Curricular Activities/ Every adult is responsivle tj building relationships with students.</p>	
Behavior& Safety ----->			3	
	<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>Discipline Team/School wide rules posted/Rewards/incentives for positive behaviors/ Student Code of Conduct is used as a guide to improve student behavior.</p>	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations	<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 sends out mailing at the beginning of the school year that provides year long goals and expectations. The letter provides the previous school years data as well as how the school plans to improve. Principal communicates with parents monthly with a newsletter, monthly calendar, and post of the school website.	3
	Ongoing communication	<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. 	Teachers send home a syllabus outlining what student are expected to learn during the school years. Teachers enter grades in GRADEBOOK and parents can communicate with teachers via parent portal as well as check their children grades daily.	2
	Bonding	<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 provides a open door policy and provides various opportunities for parents to come before school, after school, evening and Saturdays./ The school host a Back to School Rally at the beginning of the school year where parents and children can meet teachers, get free school physicals, receive valuable information from community organizations, and receive free school supplies./ Year long planning calendar of events before school, after school, and Saturday/ Providing raffles, door prizes, and student performances	3

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	Social Work Services/Home Visits/Student in Temporary Living Situation Liason/The school has events after school and invites neighborhood	
	College & Career Exploration and election ----->			3
	<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. 	Career Day/College Day/Real Men Read/Data Meetings with students/High School Fair/Algebra Program/Preparation for EXPLORE exam	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Student Planning Workshops/Algebra Program/Career Day/College Day/ Counselor had individual meeting with students and their parents		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	Student Council/After School Programs/After School Sports/Morning Tutoring Program/Incentive Field Trips/Fine Arts Programs/Student Competitions/Saturday School/Cheerleading/Band/ Junior Achievement/Choir		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<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. 	Preparation for EXPLORE exam with 6th, 7th, and 8th Grade students/8th Grade Algebra Exam	
	College & Career Admissions and Affordability ----->			1
	<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. 	Students are provided with information and resouces for college admissions/Counselor meets with individual students and their parents/Career Fair/College Week	
Transitions ----->			2	
	<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. 	Benchmark Assessments/Communication with parents	

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 ----->				3
	<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. 	School allocates funds for strategic priorities/School writes grants to receive additional funds to help meet student needs/Students provide additional resources for Reading and Science/Partnership DuSable Musuem/ A.T. Kearney & Associates/Chicago State Univeristy/DePaul University		
	Building a Team ----->				3
<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. 	A rigorous interviewing process was implemented to hire the best candidates possible/ An interviewing team was established to hire the best candidate possible/ School works with students from Chicago State and DePaul University to look at potential candidates/			
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. 	Ancillary staff is used to provide intervention as well RTI to grades 1 to 5/ The school schedule allows for grade level cycles to meet once a week for common planning meetings with school specialist/ Grade cycle teachers are freed at the same time each day to encourage professional collaboration			

Date Stamp November 22, 2012



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

Foster Park Fine and Performing Arts Magnet Cluster School will establish an exemplary learning community that supports innovation through the development of 21st century skills, fine and performing arts, excellence and continuous educational improvement. Foster Park commits to addressing the learning needs of all students academically, socially, emotionally, and physically. We strive to create a collaborative student-centered learning environment which promotes best practices through thoughtful teaching and learning, which are implemented through challenging learning goals, rigorous instruction, and assessments to ensure all our students are college and career ready and well prepared to compete in a global society. At Foster Park, "Fostering Excellence in Education" will be actualized.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Foster Park School will implement a Full School Day schedule beginning September 2012.	Based on ISAT scores, Scantron scores, mClass data, STEP data, and ePath data Foster Park will extend Reading, Math, and Science class periods to increase the depth and breath of student learning to better prepare them for common core standards. Foster Park will also use the Full School day to provide intervention and enrichment programs better prepare students to meet common core standards.
2	Foster Park School's instructional focus will be the Common Core Standards in all grades.	Based on our Common Core benchmark assessment Foster Park will implement the Common Core State Standards (CCSS) to provide a rigorous and challenging curriculum to ensure that our students are College and Career ready.
3	Foster Park School will implement CPS's new teacher evaluation plan beginning the 2012 school year.	Foster Park School will implement, Recognizing Educators Advancing Chicago (REACH), the new comprehensive teacher evaluation system designed to promote and improve teacher's performance and ensure all students are prepared for college and careers.
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
Foster Park School will implement a Full School Day schedule beginning September 2012.	Based on ISAT scores, Scantron scores, mClass data, STEP data, and ePath data Foster Park will extend Reading, Math, and Science class periods to increase the depth and breath of student learning to better prepare them for common core standards. Foster Park will also use the Full School day to provide intervention and enrichment programs better prepare students to meet common core standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide funding for instructional materials aligned to the Common Core State Standards	After School/ Extended Day	All	ILT/Principal Asst. Principal	Summer 2012	On-going		
Provide funding for staff professional development to support the implementation of the Common Core State Standards.	After School/ Extended Day	All	ILT/Principal Asst. Principal	Summer 2012	On-going		
Provide additional technology to support intervention and enrichment for the Full School Day.	Equipment/ Technology	All	ILT/Principal Asst. Principal	Summer 2012	On-going		
Ensure opportunities for teachers to collaborate to better prepare studentd for College and Career Readiness..	ILT/ Teacher Teams	All	ILT/Principal Asst. Principal	Summer 2012	On-going		
Provide parental information session workshop parents on the Full School Day.	Parental Involvement	All	LSC/PAC	Quarter 1	On-going		
Provide off and on-site professional development to support the implementation of the Common Core during the Full School day.	Professional Development	All	ILT/Principal Asst. Principal	Summer 2012	On-going		
Provide opportunities for additional staff to provide intervention and enrichment for the full school day	Staffing	All	ILT/Principal Asst. Principal	Summer 2012	On-going		
Provide additional learning materials for students for enrichment and intervention	Supplies	All	ILT/Principal Asst. Principal	Quarter 1	On-going		
Provide ESP personnel to implement Full School Day	Staffing	All	Principial	Summer 2012	On-going		
Provide additional supplies to support Full School Day implementation	Supplies	All	ILT/Principal Asst. Principal	Quarter 1	On-going		
Provide funding to support student achievement of students in temporary living situations.	Other	All	Students in Temporary Situations Liason	Summer 2012	On-going		
Provide incentives to promote student attendance	Supplies	All	Principal/ Asst. Principal	Quarter 1	On-going		



Strategic Priority 1

Ensure funds are allocated to promote academic success	After School/ Extended Day	All	Instructional Coaches/ Principal	Summer 2012	On-going		
Provide funds to implement RtI to support student achievement	ILT/ Teacher Teams	All	Instructional Coaches/ Principal	Summer 2012	On-going		
Provide funds for postage for mailings to communicate with parents	Equipment/ Technology	All	Principal/ Asst. Principal	Summer 2012	On-going		
Purchase Premium Package for support managing the school budget from the Business Service Center.	Other	All	Business Manager	Summer 2012	On-going		
Provide transportation for student travel to support achievement	Instruction	All	Business Manager	Summer 2012	On-going		
Provide funds for repairs on contractual equipment	Equipment/ Technology	All	Business Manager	Summer 2012	On-going		
Hire off duty police officers to ensure safety of students during the school day	Other	All	Principal/ Asst. Principal	Summer 2012	On-going		
Provide funds for student enrichment experiences during and after school.	Instruction	All	Instructional Coaches/ Principal	Summer 2012	On-going		
Provide funding to support additional learning opportunities for students	Instruction	All	Principal/ Asst. Principal	Summer 2012	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Foster Park School's instructional focus will be the Common Core Standards in all grades.	Based on our Common Core benchmark assessment Foster Park will implement the Common Core State Standards (CCSS) to provide a rigorous and challenging curriculum to ensure that our students are College and Career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase instructional materials aligned to Common Core State Standards.	Instructional Materials	All	Instructional Coaches	Summer 2012	On-going		
Provide funding for additional technology to support a rigorous curriculum aligned to the Common Core State Standards.	Equipment/Technology	All	ILT/Principal	Summer 2012	On-going		
Provide opportunities for teacher PD and inservices during and after school hours to implement the Common Core State Standards to improve student achievement.	ILT/ Teacher Teams	All	Principal/ Instructional Coaches	Summer 2012	On-going		
Provide funding to purchase materials aligned to CCSS	After School/ Extended Day	All	ILT/Principal	Summer 2012	On-going		
Provide parent workshops/information sessions regarding CCSS	Parental Involvement	All	LSC/PAC/ILT/ Principal	Summer 2012	On-going		
Provide funding for subs for off and on site professional development	Professional Development	All	Principal	Summer 2012	On-going		
Provide funding for instructional coaches to improve and support teaching and learning.	Staffing	All	Instructional Coaches	Summer 2012	On-going		
Provide additional supplies to ensure that students have additional learning materials aligned to the Common Core State Standards.	Supplies	All	Instructional Coaches	Summer 2012	On-going		
Provide opportunities for staff to attend conferences to support professional development on implementing Common Core State Standards	Professional Development	All	Principal/ Instructional Coaches	Summer 2012	On-going		
Provide funds for additional staff reduce class sizes	Staffing	All	Principal	Summer 2012	On-going		
Purchase equipment to support Literacy Program and to support the Common Core State Standards.	Equipment/Technology	All	ILT/Principal	Summer 2012	On-going		

Strategic Priority 2

Provide opportunities for family engagement activities that support the implementation of CPS priorities.	Parental Involvement	All	LSC/PAC/ILT/Principal	Quarter 1	On-going		
Purchase instructional supplies for Science.	Instruction	All	Principal	Summer 2012	On-going		
Provide after school programs to promote student achievement in core subject areas.	After School/Extended Day	All	ILT/Principal	Quarter 1	Quarter 3		
Provide instructional activities to improve student achievement that are rigorous and challenging and aligned to the Common Core State Standards are provided	Supplies	All	Principal	Quarter 1	On-going		
Provide funding to purchase progress monitoring tools to support student achievement.	Instructional Materials	All	ILT/Principal	Summer 2012	On-going		
Provide activities to support during and after school programs to promote college and career readiness.	Supplies	All	ILT/Principal	Summer 2012	On-going		
Provide supplies to support family and community engagement activities during and after school hours.	ILT/ Teacher Teams	All	ILT/Principal	Summer 2012	On-going		
Ensure that students have supplemental text to increase student achievement	Instruction	All	Instructional Coaches	Summer 2012	On-going		
Provide funding for student transportation	Other	All	ILT/Principal	Quarter 1	On-going		
Provide opportunities for extended learning opportunities for students to increase academic achievement.	Other	All	ILT/Principal	Summer 2012	On-going		
Provide additional ESP staff to support implementation of Common Core	Staffing	All	Principal	Summer 2012	On-going		
Provide funding for Teacher extended day to support the implementation of Common Core	Staffing	All	ILT/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
Foster Park School will implement CPS's new teacher evaluation plan beginning the 2012 school year.	Foster Park School will implement, Recognizing Educators Advancing Chicago (REACH), the new comprehensive teacher evaluation system designed to promote and improve teacher's performance and ensure all students are prepared for college and careers.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher will be inserviced on the REACH evaluation tool by school administration.	Professional Development	All	Principial	Quarter 1	On-going		
Teachers will be provided resources aligned to REACH to facilitate implementation.	Instruction	All	Principial	Quarter 1	On-going		
Adminstration will meet with teachers individually to go over specific areas of the REACH evaluaton tool.	Other	All	Principial	Summer 2012	On-going		
The ILT will be trained on the REACH system to facilitate common planning and grade level discussions center on REACH.	ILT/ Teacher Teams	All	ILT/Principal	Summer 2012	On-going		
Purchase materials and supplies to be housed in the teacher's professional library to support the implementation of the REACH system.	Supplies	All	ILT/Principal	Summer 2012	On-going		
Provide opportunities to support teacher development during and after school hours.	After School/ Extended Day	All	Instructional Coaches/ Principal	Summer 2012	On-going		
Provide opportunities for off/on site professional development to build capacity within staff centered on the REACH evaluation system.	Professional Development	All	Principial	Quarter 1	On-going		
Provide opporunities for subs to be hired to allow teachers to participate in extended learning opportunities to develop their understanding of the REACH system.	ILT/ Teacher Teams	All	Principial	Quarter 1	On-going		
Purchase professional literature for school staff on the Framework for Teaching to enhance staff knowledge of the REACH system.	Supplies	All	Principial	Summer 2012	On-going		
Facilitate opportunities for school staff to attend conferences and seminars centered on the Framework for Teaching.	Professional Development	All	ILT/Principal	Summer 2012	On-going		



Strategic Priority 3

During teacher progress monitoring meetings the REACH evaluation system will be used as a reflective tool with the teaching staff.	Other	All	Principial	Summer 2012	On-going		
REACH tools will be presented and reinforced during professional development throughout the school year.	ILT/ Teacher Teams	All	Principial	Summer 2012	On-going		
The REACH evaluation system will be used as a reflective tool at the end of the school year.	Instruction	All	Principial	Quarter 4	Quarter 4		
Provide opportunities for the PPLC to provide feedback about the implementation of the REACH system.	Other	All	Principial	On-going	On-going		

