



2012-2014 Continuous Improvement Work Plan

Alexander Graham Elementary School

Pershing Elementary Network
4436 S Union Ave Chicago, IL 60609
ISBE ID: 150162990252224
School ID: 609947
Oracle ID: 23391



Mission Statement

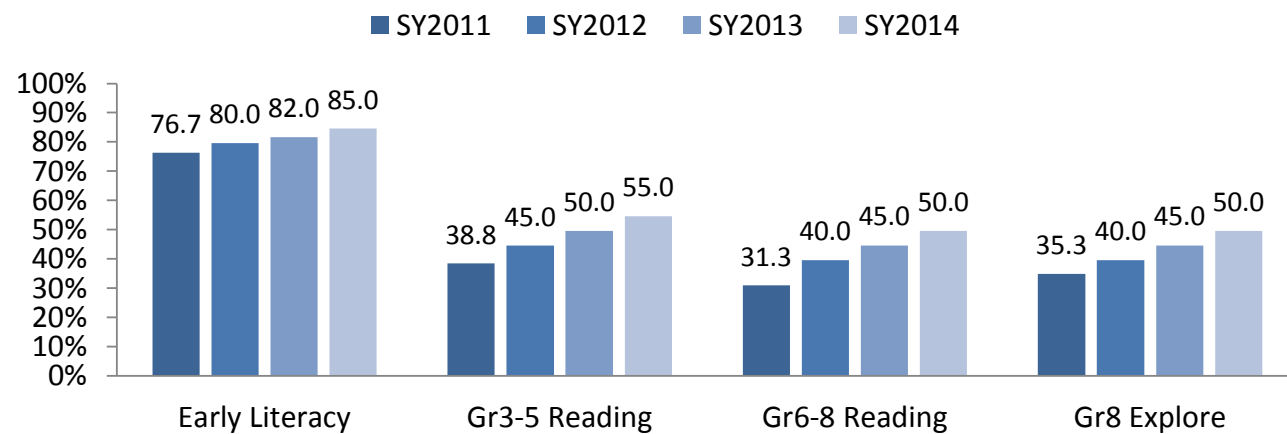
To enable our students to succeed academically and become productive citizens by implementing a curriculum aligned to the Common Core Standards while providing a safe and positive learning environment.

Strategic Priorities

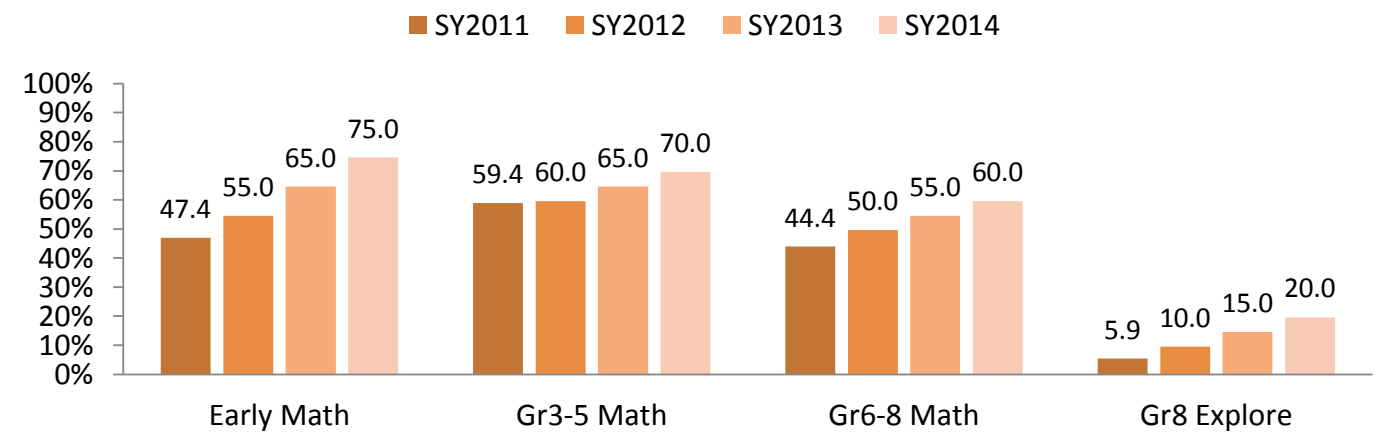
1. Improve student achievement
2. Implement schoolwide RTI
3. Improve student attendance

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:	Alexander Graham 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 Nichols	Principal
Dione Wilson	Assistant Principal
Lutitia Halcolm	Classroom Teacher
Theresa Huante	ELL Teacher
Karen McDonagh	Special Education Faculty
Jamie McElligott	Classroom Teacher
Wanda Power	Classroom Teacher
Dorothy Clabaugh	Other
Christine Campos	LSC Member
Dawn Brewer	LSC Member
Kenneth Sifuentes	LSC Member



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	76.7	80.0	82.0	85.0		Early Math % of students at Benchmark on mClass	47.4	55.0	65.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.8	45.0	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	59.4	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.6	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	76.2	78.0	80.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.3	40.0	45.0	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.4	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.3	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.7	68.0	72.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.3	40.0	45.0	50.0		Explore - Math % of students at college readiness benchmark	5.9	10.0	15.0	20.0



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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	92.5	93.5	94.5	95.0					
					Misconducts Rate of Misconducts (any) per 100	27.4	25.0	20.0	15.0

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	72.9	77.0	80.0	84.0		ISAT - Reading % of students exceeding state standards	11.1	15.0	18.0	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.0	84.0	86.0	88.0		ISAT - Mathematics % of students exceeding state standards	20.8	22.0	25.0	28.0
ISAT - Science % of students meeting or exceeding state standards	74.2	77.0	80.0	84.0		ISAT - Science % of students exceeding state standards	9.3	12.0	15.0	18.0

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 ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>School utilizes data from DIBELS, Scantron, and Explore. Students are aware of their growth data scores. Staff analyzes data and implements activities to provide for growth and student success.</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>School has professional development trainings monthly and inform the staff of available trainings through memos and emails. School sends home monthly newsletter. Notes are sent home regularly. Announcements are made daily. Open House is held in beginning of the school year. School hosts parent workshops.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			
<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>Teachers participate in one or more of the leadership areas. Teachers share information they receive at the PD's at grade level meetings and on school PD'd days as well as through emails and memos.</p> <p>Yes, the teachers use the school data wall regularly.</p>	<p>3</p>

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT is comprised of grade level, special education, and bilingual teachers.</p> <p>ILT informs the staff through sharings by email, staff and grade level meetings.</p> <p>ILT regularly analyzes data to make decisions regarding instruction. We formed the intensive learning groups to address deficits in the Scantron winter assessment.</p>	3
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>Teachers analyze data on a daily to weekly basis. Schoolwide data is analyzed at grade level and school pd days.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Quarterly goals are developed and sent home. Teacher collaborate on and follow common lesson plans K-6 Teachers use level readers to reinforce reading lessons Modifications for students with disabilities and ELL students are in place Upper grades needs more development with common planning and unit development.</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>Reading and Math series have been updated and correlate with primary and middle grades texts Storytown Series includes leveled readers and novels aer used as supplemental materials. Math and Social Studies have updated texts . Science uses CMSI materials/kits and needs additional materials</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data Rooms available for teacher access with school wide data walls by grade and subject .</p> <p>Identify at risk students for recommended remediation</p> <p>Teachers use Scantron, Dibels & mclass math weekly and quarterly assessments</p> <p>Teachers utilize oral, written, and small group projects based on units of study.</p> <p>Teachers follow accommodations and modifications as identified on IEP and collaborate with special and bilingual teachers</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Daily and weekly objectives are displayed in most classrooms using I Can statements.</p> <p>Teachers use Bloom's Taxonomy to focus on Higher Order Thinking Skills</p> <p>There is evidence of teacher scaffolding activities and teacher modeling before student independent practice.</p> <p>Teachers use questioning and daily observation and DOL to check for understanding.</p> <p>Student differentiation varies among classes and grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>School uses Dibels and Aimsweb to progress monitor at risk students.</p> <p>Use of targeted instruction for students of like skills base for skill development 2 days a week prior to ISAT</p> <p>RTI is in developmental stages with systems beginning to in place. In need of more training on implementing targeted interventions.</p>	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Team meetings centered on student data</p> <p>Teachers attend network writing pd and use common rubrics</p> <p>Teachers embed strategies into classroom teaching</p> <p>More follow up with ILT needed</p>	

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	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>Teachers have weekly grade level meetings. Every other week staff has multi grade level meetings.</p> <p>Teachers share strategies. Teachers include modifications for Special Education and Bilingual students.</p> <p>Unit planning in upper grades needs improvement.</p> <p>Progress monitoring for students with interventions needs structured progress for monitoring</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 support new teachers to the school. Our staff is a veteran staff and recently has had some teachers new to the school, but not brand new teachers. Having an on-site mentor teacher has worked in the past with golden mentors. New teachers have available trainings through CPS New teacher trainings.</p>	

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	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 	Some staff members promote college going culture. Inconsistent student voice some teachers provide communication.	
	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. 	Assemblies address and respect various cultures. Students with disabilities are fully engaged to schoolwide activities, enrichments, and services are provided. School has implemented schoolwide PBIS for consistent rewards for positive behaviors.	
Behavior & Safety ----->			1	
	<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. 	Parents report that they are not feeling welcomed and not a safe feeling. Parent feel student discipline is inconsistent. ?	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal provides clear information and keeps the active parents up to date on school activities through the LSC and parent meetings.</p> <p>Teachers' communication to parents needs improvement. Communication between the two buildings is poor and inconsistent.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Some teachers are really good , but it depends on teachers and their effort to be available.</p>	
Bonding ----->			1	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The music department is the only positive opportunity for parents to feel welcomed. All other areas needs improvement</p>	

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	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>Our support team provides all required services throughout the school day. In addition, our team lead by our counselor provides many contacts to outside agencies such as free dental, immunizations, educational speakers, etc.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Our middle school team engages students in career exploration and high school & college readiness by reinforcing the skills and traits of successful students. Research and essays on colleges and areas of professional study are woven into the curriculum</p>	
Academic Planning ----->			4	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Our teachers use the EPAS standards of explore and prepare our eighth grade students to perform according to these along with the Common Core Standards. Algebra in eighth grade is a product of this opportunity for a rigorous academic program.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<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>Graham School has a variety of after school enrichment activities with our extensive choir, band and orchestra program along with After School All Stars which builds on leadership and social development. Special arts and tutoring are provided through SES,</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. 	<p>Graham school has promoted the use of the Explore test for preparing our students to become college ready. This past year we had the eighth graders take a practice Explore exam and had our teachers analyze the results to shape their instruction. We will continue this strategy and exposure students to rigorous questions</p>	
	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. 	<p>NA</p>		
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. 	<p>Our Head Start program provides our students and parents with early social and literacy exposure which leads to academic success in Kindergarten. Our third and six grade students are provided key academic interventions through in school and after school interventions such as computer aided instruction through St Math and Myon Reading.</p> <p>ISAT targeted groups of instruction A+ for transiting students between grade levels and buildings.</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 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. 	Our discretionary funds are aligned to improving instruction through funding instructional positions as well as funds to purchase supplemental materials, supplies, and technology to support instruction.	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is always based on school need and ability to build staff capacity.</p> <p>Candidates with multi-endorsements and certifications are always preferred. Our participation in the cluster four middle school program lead to the current CPS middle school specialization policy. Teams have been flexible and adapt to the highest priority need of the school.</p> <p>The current CPS hiring process prescreens all eligible candidates and gives the principal more information to select the best possible candidate for their school.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Teacher have common planning	



Mission & Strategic Priorities

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

Mission Statement

To enable our students to succeed academically and become productive citizens by implementing a curriculum aligned to the Common Core Standards while providing a safe and positive learning environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve student achievement	Set individual student growth plans using NWEA, Dibels, and Explore data to plan for instruction that will positively impact student achievement measured on the School Report Card.
2	Implement schoolwide RTI	Targeting struggling students and progress monitoring interventions will assist students in meeting performance and growth goals on School Report Card.
3	Improve student attendance	Student attendance has a direct effect on student academic success. Increasing student attendance rate to 95% or above will contribute to our overall student performance and growth goals.
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
Improve student achievement	Set individual student growth plans using NWEA, Dibels, and Explore data to plan for instruction that will positively impact student achievement measured on the School Report Card.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review student data from Spring on current students	Professional Development	All	Teachers, ILT	Summer 2012	On-going		Process will start over summer and teacher orientation days.
Teacher administer Fall benchmark assessment in NWEA and Dibels	Instruction	All	Teachers, Administration	Quarter 1	Quarter 1		
ILT team will meet regularly to review, analyze, discuss, and plan for student progress using various pieces of data.	ILT/ Teacher Teams	All	Teachers, Administration	Summer 2012	On-going		Team will meet biweekly to monitor CIWP implementation and plan and school professional development.
Teacher administer Fall benchmark assessment in NWEA and Dibels	Instruction	All	Teachers, Administration	Quarter 1	Quarter 1		
Teachers will create a school wide data wall for instructional planning and goal setting.	ILT/ Teacher Teams	All	Teachers, Principal, ILT	Quarter 1	On-going		Use NWEA /Dibels data to plan for student instruction and prioritize student selection for limited slots in after school programs.
After School programs: SES, Computer Lab, small group	After School/ Extended Day	Other student group	Principal, ILT	Quarter 1	Quarter 3		Use data to prioritize student selection for limited slots. After school computer lab provides more opportunity for student access to intervention
Progress monitoring	Instruction	Other student group	Teachers, RTI Team	Quarter 1	On-going		
Small group instruction	Instruction	All	Teachers	Quarter 1	On-going		Teachers will form small learning groups for instruction.
Administer and analyze quarterly assessments for each grade and subject.	ILT/ Teacher Teams	All	Teachers, ILT	Quarter 1	Quarter 4		
Teacher administer Winter benchmark assessment in NWEA and Dibels	Instruction	All	Teachers, Administration	Quarter 2	Quarter 2		
Teacher administer Spring benchmark assessment in NWEA and Dibels	Instruction	All	Teachers, Administration	Quarter 4	Quarter 4		



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Implement schoolwide RTI	Targeting struggling students and progress monitoring interventions will assist students in meeting performance and growth goals on School Report Card.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
RTI team will meet regularly to report on student progress monitoring	ILT/ Teacher Teams	All	Teachers, ILT, RTI team	Quarter 1	On-going		
Review student data from Spring on current students	Professional Development	All	Teachers, ILT, RTI team	Quarter 1	On-going		Process will start over summer and teacher orientation days.
Tier I & II interventions	Instruction	Other student group	Teachers, RTI team	Quarter 1	On-going		
Tier III will be progress monitored by assigned teacher by RTI team	Instruction	Other student group	Teachers, RTI team	Quarter 1	On-going		Students in K-2 will use Dibels and grades 3-8 will use AIMS Web or Easy CBM
Primary teachers will administer Reading 3D to lowest 20% on Dibels benchmarks	Instruction	Other student group	Primary Teachers	Quarter 1	Quarter 4		Reading 3D is an indepth assessment giving specific reading ability level administered three times a year.



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Improve student attendance	Student attendance has a direct effect on student academic success. Increasing student attendance rate to 95% or above will contribute to our overall student performance and growth goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increasing student attendance has a direct correlation to improving student achievement.	Parental Involvement	All	Administration	Quarter 1	On-going		School communications, newsletters, notes, and scheduled meeting will increase the home school connection.
Quarterly perfect attendance celebrations	Other	All	Administration	Quarter 1	Quarter 4		School wide recognition and celebrations will motivate students to improve attendance.
Student incentive Race to Ten for primary grades	Parental Involvement	Other student group	Administration	Quarter 1	On-going		The first homeroom with 10 cumulative perfect attendance days for entire class will win pizza party.
Monthly raffle for perfect attendance	Other	All	Administration	Quarter 1	On-going		
Monitor 5 & 10 day cumulative nonexcused absences	Other	All	Attendance Clerk, Administration	Quarter 1	On-going		



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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