



2012-2014 Continuous Improvement Work Plan

William H King Elementary School

Fulton Elementary Network

740 S Campbell Ave Chicago, IL 60612

ISBE ID: 150162990252297

School ID: 610023

Oracle ID: 24031



Mission Statement

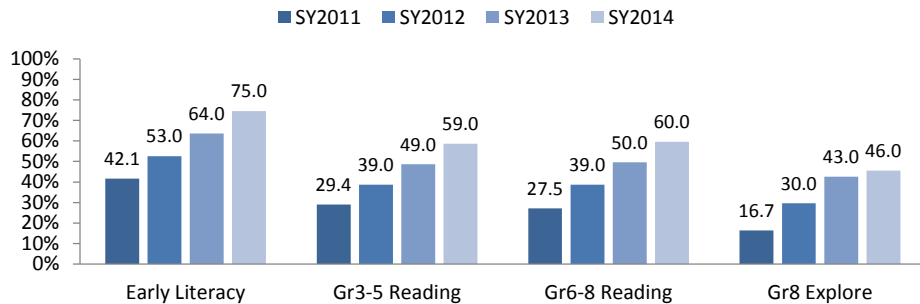
Our mission is to provide high quality educational programs for all students. We will expect excellence from all of our educational programs, provide meaningful staff development, promote numerous opportunities to involve parents, and provide effective, multifaceted programs that will reflect the differentiated learning styles and meet the educational needs of our students.

Strategic Priorities

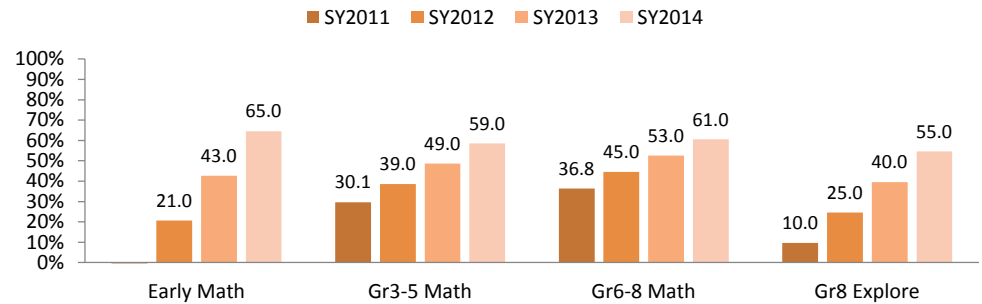
1. Ensure all teachers are using a fundamental system of instructional strategies aligned to a common instructional framework
2. Refine and implement a common, rigorous curriculum based on CCSS
3. Developing a system of academic interventions for struggling students (RTI)
4. Increase attendance rate to 95%
5. Increase the rate and frequency of parent involvement throughout the school

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:	William H King 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
Shelton Flowers	Principal
David Millman	Assistant Principal
Beverly Clayton	Other
Stephanie Horton	Counselor/Case Manager
Betty McMurray	Classroom Teacher
Alida Diaz	ELL Teacher
Romeo Carrano	Special Education Faculty
Suzette Phillips	Support Staff
Yvette Cook	LSC Member
Stacy Nellums	Parent/ Guardian



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	42.1	53.0	64.0	75.0	Early Math % of students at Benchmark on mClass	NDA	21.0	43.0	65.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.4	39.0	49.0	59.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	30.1	39.0	49.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.5	61.0	64.0	67.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.8	58.0	62.0	67.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.5	39.0	50.0	60.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.8	45.0	53.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.0	73.0	77.0	81.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.9	71.0	76.0	81.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	16.7	30.0	43.0	46.0	Explore - Math % of students at college readiness benchmark	10.0	25.0	40.0	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	92.4	95.0	96.0	97.0					
Misconducts Rate of Misconducts (any) per 100						17.7	15.7	13.7	10.7

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	67.0	73.0	79.0	85.0		ISAT - Reading % of students exceeding state standards	8.4	11.0	15.0	18.4
ISAT - Mathematics % of students meeting or exceeding state standards	69.8	75.0	80.0	85.0		ISAT - Mathematics % of students exceeding state standards	10.6	14.0	17.0	20.6
ISAT - Science % of students meeting or exceeding state standards	56.6	65.0	75.0	85.0		ISAT - Science % of students exceeding state standards	3.8	7.8	11.8	14.8

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>While we have made great gains over the years, we still must continue to improve and continue to close the achievement gap. Along with our network, we have established clear goals as measured by Scantron, DIBELS, Mclass, ISAT, and benchmark tests. Our Theory of Action, as developed by our ILT, details continued development of core instructional strategies with key levers around professional learning systems, results oriented leadership and school climate and includes strategies and metrics in each area. We need to continue to revise and develop the TOA as we review our data.</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>Our school-level PD is based in our grade cycle teams. These small groups of 3-5 teachers allow for both professional learning and collaboration around best instructional strategies and data analysis as well as the continued development of teachers' knowledge and use of common core standards. In addition, we continue to hold school wide PD to help teachers increase knowledge of LRE and individual learning for all students. One of our network powerful practices includes regular observation and frequent feedback for teachers. We have implemented an informal observation tool that encourages one on one conversations around effective instructional strategies. Our goal is to monitor teachers on bi-weekly basis at a minimum. We provide students with regular, individual student-level reports of their performance and improvement on college and career readiness assessments. We provide incentives to encourage them to continue to grow. Guest speakers from the community regularly speak to students and field trips are scheduled to community partners to give</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<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>Some of our opportunities we provide to encourage teacher leadership include the ILT, grade cycle teams, special education team, special events committees (Literacy and math night, Family Game Night, etc.) Since our grade cycle teams have been meeting effectively for two years, we have asked teachers to take a leadership role by rotating facilitation rather than having the coach or an administrator chair the teams. Whenever a group of teachers has attended an out of school PD, we ask them to share their experiences to the entire staff. We invite all teachers to participate in leadership committees such as full school day and SIPAAA planning.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			3
<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>Monitoring and adjusting -----></p> <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. 			4
<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>Most of our ILT meetings center on data analysis as it relates to student performance. We regularly look at ISAT, DIBELS, TRC, MClass math, Scantron, CCSS quarterly assessments, report card data in addition to some non-academic measures such as attendance data and school climate. This data is analyzed on a school-wide basis and action plans are developed to address concerns. This information, as well as our action plans, are shared with grade cycle teams where classroom teachers are able to access and discuss the relevant data and its impact on instruction weekly.</p>			

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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>With assistance from Area 9, we have implemented a LA curriculum based on CCSS that includes a curriculum map. Teachers have developed quarterly curriculum plans in LA. While we have CCSS aligned instructional materials in math, we do not yet have a curriculum map developed and teachers are just beginning to analyze the CCSS math standards and their impact on math curriculum. Text complexity and rigor have been included in recent PD and are regularly discussed in grade cycle meetings to ensure that students are being exposed to grade level text. Informational reading is included in all teachers' weekly lesson plans.</p>	
	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). 	<p>While our LA materials are still aligned to the IL Learning Standards, each teacher has a full set of materials including leveled text. Our math materials are aligned to the CCSS and all teachers have a set for their students. Special education teachers have the same materials that regular education classrooms do. We have some ELL materials. We encourage our teachers to find and create instructional materials beyond their basals and textbooks.</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 ----->			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>We have a full range of instructional assessments such as ISAT, Scantron, DIBELS, Mclass math, TRC, and CCSS quarterly assessments that the ILT can analyze as it relates to student achievement, However, we lack a diagnostic tool for middle and upper grade students that is consistent across grade levels and scientifically based, particularly as it relates to RTI for those 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>All of our teachers are aware of the five powerful practices as they relate to classroom instruction. Teachers are asked to post a “what and why” statement for each lesson that addresses the skill being taught as well as its function as it relates to the overall standards. Each teacher has also had PD as it relates to scaffolded instructional strategies, both by Fulton Network and Area 9. Teachers have access to a wide range of assessment tools such as chapter and unit tests as well as computer-based skill assessments like Study Island to measure student progress as it relates to CCSS. Each teacher has also received PD as it relates to questioning and sequencing. However, while some teachers are performing well, some teachers are still struggling to maintain a high level of rigor and best practice strategies consistently and on a daily basis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>While we have fully implemented Burst RTI in the primary grades, we still lack a focused intervention program for middle and upper graders. We need more PD as well as the diagnostic tools in order to develop and monitor an effective program for those students. We are struggling to find enough staff to maintain all levels of our RTI program and need an interventionist to fully implement RTI across all grades and students.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Our whole school professional development, as well as the integrated network PD, is aligned with our priorities and consistently reinforced via conversations in grade cycle meetings. It includes scaffolded instructional strategies, rigor, LRE, common core state standards, and best practices.</p> <p>We need additional staff development in the area of RTI and common core standards, particularly in math.</p>	

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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>Our grade level teams meet weekly and discuss a wide variety of subjects including scaffolded instruction, rigor, lesson planning, data analysis, shared best practice strategies, etc. The grade cycle teams all include the relevant special education staff. In addition, there is a special education weekly meeting as well. Grade cycle teams communicate back and forth with the ILT as there are ILT members on all GCT.</p> <p>The grade cycle teams are facilitated by team members on a rotating basis to encourage teacher ownership and develop teacher leaders. Grade cycle teams follow a particular agenda format which helps keeps them focused and on track. A GCT rubric is used to allow teams to self-assess and fine tune their effectiveness.</p>	
	Instructional coaching ----->			3
	<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>Classroom visitations and walkthroughs are used to help determine our school-wide coaching plan. Our reading coach and administrators develop action plans to help provide teachers with varied levels of support. New teachers are included in these coaching action plans according to their needs as determined by classroom observations.</p> <p>We have developed an informal observation tool to help us consistently focus our observations and feedback to teachers. Generally, these observations and feedback sessions occur at least bi-weekly.</p> <p>In addition, grade cycle meetings help inform us where additional support is needed,.</p> <p>We encourage our teachers to do peer observation and cross classroom visitation although we have no formal system for this.</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>Students are regularly given feedback as to their achievements and progress toward their educational goals, both individually and school-wide. Teachers are asked to conduct quarterly meetings with individual students (and their parents, where appropriate) to discuss their progress and plan a path to success.</p> <p>The school regularly works with our corporate partners to conduct events and field trips that are designed to expose students to various career paths and college preparedness. We also invite successful alumni to visit and talk about their experiences.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All teachers in Grades K-4 have been trained in Responsive Classroom techniques which promote daily relationship building and self esteem strategies for students.</p> <p>We have formed student-centered organizations, sponsored by teachers, to encourage self esteem and high expectations for upper grade students such as Red Rose Club for Young Ladies and Operation Exposure for the young men.</p> <p>Anecdotally, we consider ourselves a nurturing school where students have a safe haven in addition to an academic institution. Each teacher, staff member, and administrator is tasked with the responsibility of personally watching over students and supporting them when needed.</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>Our school has a very detailed tracking system as it relates to student behavior. This data is used to help inform us as to where and how resources should be distributed around the school as it related to student safety and behavior.</p> <p>Various school-wide incentives for good behavior such as incentive gym and "Caught Being Good" cards are implemented in addition to classroom level incentives to promote a positive school climate. Good citizenship awards are presented by teachers at quarterly awards assemblies</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Performance information is shared with parents/families during annual Open House.</p> <p>Teachers prepare weekly newsletter that detail activities and objectives for the week.</p> <p>Parents are given information on how to access the Parent Portal to monitor student achievement.</p> <p>Counselor works with each 8th grade family to help place them in their choice of high school.</p>	
	Ongoing communication ----->			3
	<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>In addition to our monthly newsletter and school website, each teacher is asked to provide a weekly newsletter that keeps families informed of classroom expectations, events, and projects to encourage family involvement.</p>	
Bonding ----->			3	
	<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>We hold regular student performance assemblies, such as our multicultural assemblies in addition to Family Literacy and Math Night, Family Game Night, Red Rose and Operation Exposure events, etc. to encourage family and community involvement. The family is the backbone of our student support system and we encourage parents and families to become involved.</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
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. 	Through partnerships with outside agencies like Catholic Charities, our social worker and counselor provide opportunities for family support. Home visits and school conferences are held as needed.	
	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. 	Various school-wide events such as a high school fair and presentations from area high schools for 8th graders and events and field trips for all students that are designed to increase exposure to various career path and college opportunities are available. In addition, our counselor provides individual counseling to upper	
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. 	Annual Career Day Annual School-level High School Fair for upper graders Field trips organized in cooperation with community partners that focus on exposure to various career choices and paths. Counselor works with various high schools of choice to provide regular presentations to upper grade students to increase their variety of high school options HS Shadow Days are encouraged.		
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. 	Our extracurricular activities are often combined with our after school programs to increase access and opportunities for all students. Programs in sports, fine arts, and interest-based clubs are available.		

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 ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	College and Career Assessments: Scantron, Explore, Common Core Quarterly Assessment, 8th Grade Algebra Exit Exam	
	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. 	N/A	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Principal meets with parents of 8th grade students at various times during the school year to review their child’s progress toward graduation.</p> <p>Teachers in benchmark grades communicate expectations and requirements for each child, especially during report card pickup days.</p> <p>School conducts a “Next Year Prep” program during the last two weeks of the school year to provide students with an opportunity to meet with their next year’s teacher for two hours per day to prepare</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. 	<p>School has worked with partners to provide access to additional technology resources to integrate into the classroom.</p> <p>School prioritizes reading and language arts therefore, discretionary dollars are used to fund a part-time reading coach</p>	
	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. 	<p>School uses an administrative team to interview incoming candidates that includes reading specialist, etc.</p> <p>School works with universities and teacher colleges to provide student teaching experiences and practicum for apprentice teachers.</p> <p>Teacher candidates are often asked to teach a class to allow for observation of teacher in a working classroom.</p> <p>School participates in district teacher job fairs and area-based recruitment</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. 	<p>Teachers have 1 hour per week of collaboration time in grade cycle teams</p> <p>Scientifically based intervention program is in place for Grades K-3</p> <p>School is working with school-based team and network office to develop full day school schedule for next year.</p>	

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

Our mission is to provide high quality educational programs for all students. We will expect excellence from all of our educational programs, provide meaningful staff development, promote numerous opportunities to involve parents, and provide effective, multifaceted programs that will reflect the differentiated learning styles and meet the educational needs of our students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Ensure all teachers are using a fundamental system of instructional strategies aligned to a common instructional framework	Ensuring that teachers are using effective teaching strategies will result in improved academic performance.
2	Refine and implement a common, rigorous curriculum based on CCSS	Aligning instruction and curriculum to the CCSS will ensure that teachers have high expectations for students and are them toward being college and career ready
3	Developing a system of academic interventions for struggling students (RTI)	Systematic and scientific RTI will help teachers develop and implement plans for reaching struggling students
4	Increase attendance rate to 95%	Students attendance is a critical component of student academic performance.
5	Increase the rate and frequency of parent involvement throughout the school	Having parents invovled in the school helps to demonstrate the importance of school to their children and keeps a close connection and regular communication between school and home

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
Ensure all teachers are using a fundamental system of instructional strategies aligned to a common instructional framework	Ensuring that teachers are using effective teaching strategies will result in improved academic performance.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Expand opportunities for common teacher planning time	ILT/ Teacher Teams	All	Principal	Summer 2012			
Administrators will continue to engage teachers in one-on-one conversations that strengthen teachers' ability to deliver effective instruction	Professional Development	All	Principal	On-going			
Continued professional development especially as it pertains to small group instruction and guided practice, learning centers, etc.	Professional Development	All	Principal/ILT/Network	Quarter 2			
Continue to provide timely access to important student performance data to drive instruction	Other	All	Principal	On-going			
Continue to meet regularly with ILT to analyze current data and develop action plans to address issues	ILT/ Teacher Teams	All	Principal	On-going			
Ensure that teaching positions are established to reduce class size and reduce the number of split grade classrooms.	Staffing	All	Principal	Summer 2012			
Provide professional development to increase reading and writing instruction across the curriculum.	Professional Development	All	Principal	Quarter 2			
Teacher will refine/develop quarterly planning maps in reading and math that are aligned with CCSS	Instruction	All	Teachers	Quarter 1			
Provide professional development to increase teachers' understanding of REACH students and CPS plans for changes in the teacher evaluation process	Professional Development	All	Principal	Quarter 1			
Provide teachers with additional professional development as it relates to effective planning of the reading block	Parental Involvement	All	Principal	Quarter 1			



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
Refine and implement a common, rigorous curriculum based on CCSS	Aligning instruction and curriculum to the CCSS will ensure that teachers have high expectations for students and are them toward being college and career ready

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide ongoing professional development as it relates to improving strategies for developing higher expectations based on the core standards	Professional Development	All	Principal	On-going			
Provide an opportunity for teachers to discuss strategies for increasing time spent and establishing effective curriculum as it relates to foundational skills, especially in the primary grades	Professional Development	Other student group	Principal	Quarter 1			
Provide opportunities for teachers to establish vertical curriculum maps for english/grammar skills for Grades K-8	Professional Development	All	Principal	Quarter 1			
Provide a wide-ranging curriculum that includes technology and fine arts for students K-8	Staffing	All	Principal	Summer 2012			
Evaluate and vet current based textbooks in reading and math that are aligned to the CCSS*	ILT/ Teacher Teams	All	Principal/ILT	Quarter 2			
Establish a schedule that increases the opportunities for regular education and SPED teachers to collaborate	Professional Development	Students With Disabilities	Principal	Summer 2012			
Teachers will meet to develop project-based, authentic and rigorous learning projects across the curriculum to include technology and fine arts	ILT/ Teacher Teams	All	Teacher teams	Quarter 1			
Provide continued staff development as it relates to implementing technology across the curriculum	Professional Development	All	Principal	Quarter 2			
Provide professional development opportunities for teachers to meet in teams to discuss rigor as it relates to CCSS	ILT/ Teacher Teams	All	Principal	On-going			
Provide additional ESL resources and materials	Instructional Materials	English Language Learners	Principal	Summer 2012			



Strategic Priority 2

Provide professional development to ensure that teachers share a common vocabulary as it relates to curricular planning	Professional Development	All	Principal	Quarter 1			
Include classroom teachers in science lab to increase alignment between science lab and classroom science in Grades K-5	Instruction	All	Principal	Quarter 1			
Provide Spanish language instruction for all students Grades 1-8	Instruction	All	Principal/Spanish teacher	Quarter 1			
Extend MGS Science periods (80 minutes) for upper grade students to include more hands on science lab experience as well as research-based writing	Instruction	All	Principal/science teacher	Quarter 1			
Extend MGS Social Science periods to (80 minutes) to include information reading and writing curriculum	Instruction	All	Principal/social science teacher	Quarter 1			

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
Developing a system of academic interventions for struggling students (RTI)	Systematic and scientific RTI will help teachers develop and implement plans for reaching struggling students

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure that staff is scheduled and trained to provide RTI in primary grades including Burst groups	Staffing	All	Principal	Summer 2012			
Provide additional RTI support in middle and upper grades for RTI	Staffing	Other student group	Principal	Quarter 1			
Ensure that LRE/inclusion is maximized throughout the building	Staffing	Students With Disabilities	Principal/Case Manager	On-going			
Investigate Tier 3 RTI options for middle/upper grades (possibly technology based)	Equipment/Technology	Other student group	Principal	Quarter 2			
Renew subscriptions for current differentiated, web-based educational software	Equipment/Technology	All	Principal	Quarter 2			
Establish RTI team (ILT-based) that meets to analyze data and direct resources, strategies, and support for RTI	ILT/ Teacher Teams	All	Principal	Quarter 1			
Provide additional professional development for teachers as it relates to inclusion and LRE	Professional Development	Students With Disabilities	Principal	Quarter 2			
Ensure that FBA are performed to evaluate students having Tier 3 behavioral issues	Staffing	Students With Disabilities	Principal/Case Manager	Quarter 1			
Provide professional development to ensure teachers have a clear understanding of the intervention process necessary for referrals	Professional Development	Students With Disabilities	Principal/Case Manager	Quarter 1			
Expand existing program to provide in-school support and counseling for students who have been identified with social-emotional problems.	Other	Students With Disabilities	Principal	Quarter 1			



Strategic Priority 3

Include classroom teachers in monthly RTI team meetings to discuss learning strategies for Tier 2 and 3	Instruction	All	Principal/RTI Team	Quarter 1			

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
Increase attendance rate to 95%	Students attendance is a critical component of student academic performance.

Action Plan Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Refine attendance plan	Other	All	Principal	Summer 2012			
Provide additional short term and long term attendance incentives	Other	All	Principal	Summer 2012			
Have teachers create systems for tracking and rewarding students with excellent attendance	Other	All	classroom teachers	Quarter 1			
Provide parent training on how to track student attendance on the Parent Portal	Parental Involvement	All	Principal	On-going			
Utilize the social worker to make home visits for students with chronic truancy	Parental Involvement	All	Principal/social worker	On-going			
Provide uniforms for students that may not be able to afford them.	Other	All	Principal	Quarter 1			



Strategic Priority 4



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
Increase the rate and frequency of parent involvement throughout the school	Having parents involved in the school helps to demonstrate the importance of school to their children and keeps a close connection and regular communication between school and home

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the number of parents on the Parent Portal	Parental Involvement	All	Principal	Quarter 2			
Work with Family Focus to develop additional parent involvement opportunities and events throughout the year	Parental Involvement	All	Principal	Summer 2012			
Continue to ask teachers to send home weekly newsletters to parents regarding classroom activities, etc.	Parental Involvement	All	Teachers	Quarter 1			
Schedule regular quarterly progress report meetings with parents of students in benchmark grades	Parental Involvement	All	Principal	Quarter 2			
Work with Family Focus to develop additional parent involvement opportunities and events throughout the year	Parental Involvement	All	Principal	Quarter 2			
Strengthen family and community involvement by increasing the quality and quantity of extend learning activities like family literacy night, family game night, etc.	Parental Involvement	All	Principal	Quarter 3			
BAC/PAC will hold parent training sessions throughout the year.	Parental Involvement	All	Principal	Quarter 1			
Establish and promote a school Twitter account to keep parents informed of school events and information	Parental Involvement	All	Principal	Summer 2012			



Strategic Priority 5
