



2012-2014 Continuous Improvement Work Plan

Alfred David Kohn Elementary School

Rock Island Elementary Network
10414 S State St Chicago, IL 60628
ISBE ID: 150162990252301
School ID: 610028
Oracle ID: 24091



Mission Statement

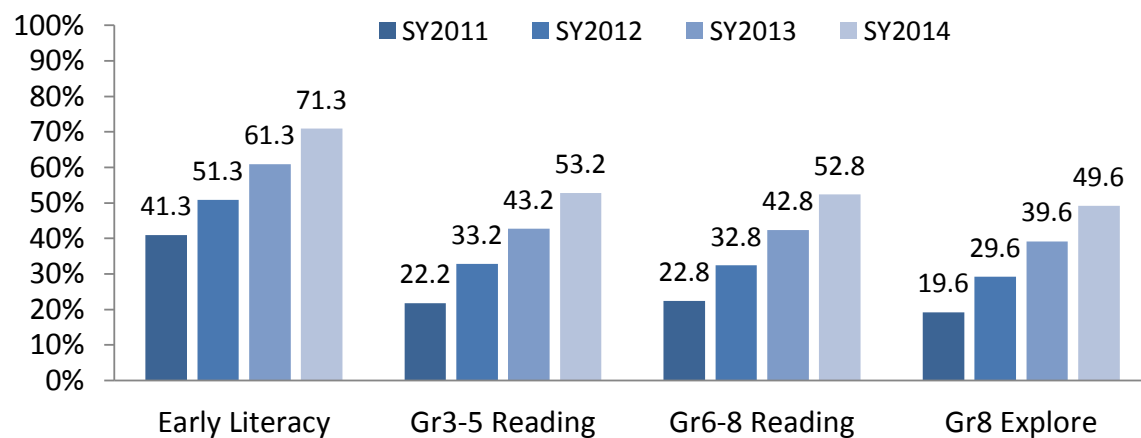
The vision of Alfred D. Kohn Fine & Performing Arts Magnet Cluster School is to create a supportive and caring school environment that promotes social-emotional competencies, artistic creativity, and prepare students for college and career readiness through critical thinking, effective communication, and innovation in a globally competitive and digital society. The mission of Alfred D. Kohn Fine & Performing Arts Magnet Cluster School is to provide a safe nurturing environment that fosters academics excellence through an enhanced curriculum that integrates Fine Arts, Technology, and Social Emotional Learning as a part of our goal to produce globally competitive citizens. This will be accomplished through highly motivated administrators, teachers, staff members, parents, and community partners. All Stakeholders will participate in ongoing

Strategic Priorities

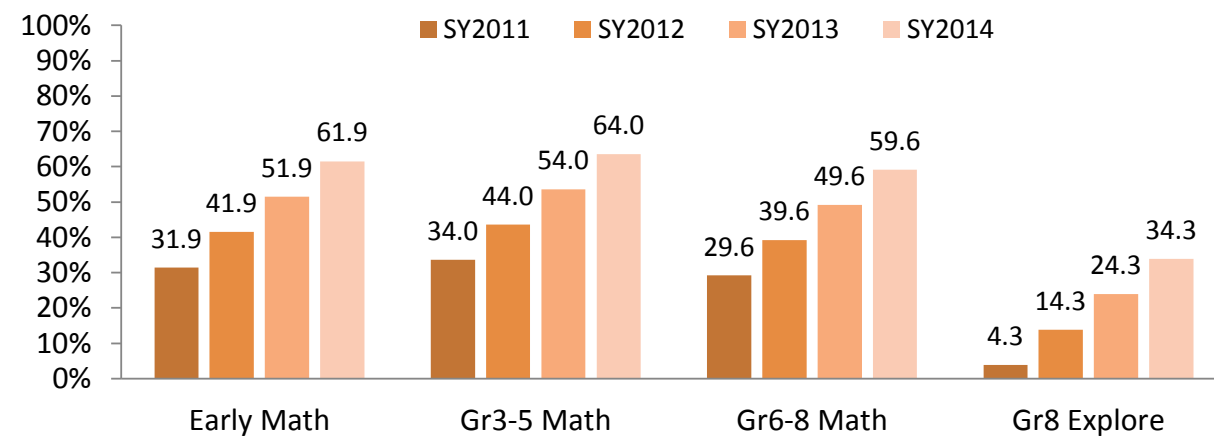
1. Literacy-Provide tiered small group reading intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide all students with a quality curriculum aligned to Common Core, with differentiated support, and frequent monitoring of progress through
2. Math & Science -Provide tiered small group math and science intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide all students with a quality curriculum aligned to Common Core, with differentiated support, and frequent monitoring of progress
3. Extend release time for increased collaboration among teacher teams, inclusive of Auxillary staff to dialogue, plan, and implement efforts around the Common Core standards.
4. College and Career Readiness-provide students with rigorous opportunities to improve critical thinking, problem solving, and writing skills. Assessments will better capture higher order skills and provide more accurate measures of students growth (e.g., authentic tasks). The assessments will better inform classroom instruction
5. Social-Emotional Learning-integrate social-emotional lessons that are aligned to the 5 SEL competencies (self awareness, social awareness, self-management, relationship skills, and responsible decision-making) and the Common Core content areas. Integrate movement in lessons as well as sensory based learning to help

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: | Alfred David Kohn 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 |
| Dr Kimberly A Moore | Principal |
| Allyson Fox-Crump | Assistant Principal |
| Keashia Hill | Lead/ Resource Teacher |
| Kia Banks | Lead/ Resource Teacher |
| Darien Williams | Classroom Teacher |
| Maria Deksnis | Classroom Teacher |
| Nancy Thomas | LSC Member |
| Nicole Ward | Other |
| Anita Perry | Support Staff |
| Sandra Brown | Classroom Teacher |
| Wendy Scott | Lead/ Resource Teacher |
| Felicia Williams | Classroom Teacher |



Elementary Goal Setting

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

Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|-------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | 41.3 | 51.3 | 61.3 | 71.3 | | Early Math % of students at Benchmark on mClass | 31.9 | 41.9 | 51.9 | 61.9 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 22.2 | 33.2 | 43.2 | 53.2 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 34.0 | 44.0 | 54.0 | 64.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 42.8 | 52.8 | 62.8 | 72.8 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 56.2 | 66.2 | 76.2 | 86.2 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 22.8 | 32.8 | 42.8 | 52.8 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 29.6 | 39.6 | 49.6 | 59.6 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 61.7 | 71.7 | 81.7 | 91.7 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 80.0 | 90.0 | 95.0 | 100.0 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | 19.6 | 29.6 | 39.6 | 49.6 | | Explore - Math % of students at college readiness benchmark | 4.3 | 14.3 | 24.3 | 34.3 |



Elementary Goal Setting

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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 | 90.1 | 93.0 | 95.0 | 97.0 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 31.2 | 21.2 | 11.2 | 6.2 |

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 | 50.2 | 60.2 | 70.2 | 80.2 | | ISAT - Reading % of students exceeding state standards | 5.6 | 15.6 | 20.6 | 25.6 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 62.8 | 72.8 | 82.8 | 92.8 | | ISAT - Mathematics % of students exceeding state standards | 5.0 | 15.0 | 20.0 | 25.0 |
| ISAT - Science % of students meeting or exceeding state standards | 63.2 | 73.2 | 83.2 | 93.2 | | ISAT - Science % of students exceeding state standards | 5.3 | 15.3 | 25.3 | 30.3 |

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>Our school has clear measurable benchmarks for TRC, Dibels, mClass, Scantron, and ISAT aimed at increasing student achievement . We have developed a Theory of Action to incorporate the Common Core Standards in our instructional planning and assessment .</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>The principal has developed structures to support professional learning communities aligned to core content instruction. These structures include: Release time for PLC, Common Planning and Grade Level meetings, Outside/In-house professional development, district supported professional development and content area consultants. The continued implementation of AVID, GEAR UP and career and college day activities will provide students with the exposure to high school and post-secondary career opportunities. Principal has implemented various Empowered Family and Community activities including, Student/Parent orientation, Literacy Night, Parent ISAT Workshops, Open House/Progress report conferences, and Parent breakfast meetings. 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.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Teacher Leadership -----> | | | 3 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <p>Teachers are invested in the success of the school through a variety of leadership opportunities ranging from Family Involvement to academic and professional growth. This involvement includes (but not limited to): ILT membership, Grade Level Team Chairs, Data Teams, Instructional Coaches, Family Liason, CIWP Team, Curriculum Teams, Grant Writing Teams, Rtl Team, LSC teacher representative, and Facilitators of Professional Development.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Instructional Leadership Team (ILT) -----> | | | 4 |
| <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. | <ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | <p>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, providing leadership in the areas of Literacy, Math, Science, Fine Arts, znc Special Education. The ILT leads the school's approach to professional development-whole staff, PLC's, and one to one coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's Theory of Action. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of the school's Theory of Action.</p> | |
| Monitoring and adjusting -----> | | | 2 |
| <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | <ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | <p>The school has a systematic approach to analyzing data relative to the school's theory of action. Teacher teams review data on an ongoing basis. These discussions allow teachers to make adjustments to their instructional focus and help to target support for particular teachers and students.</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>Each grade band participates in vertical planning, review of network provided instructional pacing charts, and regularly monitors the alignment of instruction to the pacing charts. PLC's collaboratively plan and monitor the increased rigor of instruction according to the Common Core State Standards. Short and long term plans include the supports necessary to ensure that students with disabilities are able to obtain core content knowledge and skills.</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>Each grade level or content area team has a set of instructional materials that are aligned to the Illinois State Learning Standards, as well as relevant instructional support supplemental materials. Each Grade Level and content area is supplemented by nonfiction periodicals and web-based instructional programs. Instructional materials are supportive of students with disabilities as well as providing enrichment for talented students.</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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|--|---|--|------------|
| 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>School-wide, teacher team and classroom data is organized and available to all who need it. Each content area 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, constructed response, and performance tasks) are aligned with the current learning and CCSS to address knowledge mastery, reasoning, proficiency, performance skills, and ability to create and explain products. Assessment accommodations and modification are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills.</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>Each teacher clearly communicates with students the standards-based learning objective, directions and procedures as well as the relevance of the learning through I can statements, optimal learning model, and balanced-literacy framework. Each teacher uses a range of lower level to high level questioning (i.e., Costa's Level Questioning, Bloom's Taxonomy, etc.). Each teacher purposefully uses data to design small groups to effectively differentiate instruction. Each teacher modifies and scaffolds instruction to ensure all students, including students with disabilities access complex texts and engage in complex tasks. Each teacher regularly uses formative assessments before, during, and after instruction to monitor students' progress and check for understanding.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|------------|
| Intervention -----> | | | 2 |
| <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <p>Teachers are regularly monitoring students that are low performing for intervention.</p> <p>Interventions for low, medium and high performing students are completed several times per week.</p> <p>School work is pulled and placed in data binders to assist in charting student growth.</p> <p>Data is pulled from Scantron, DIBELS, mClass, ePath, and TRC assessments to determine student growth and assist the students in areas of specific need.</p> <p>Students are monitored in regular intervals and teachers meet and reflect on progress of students or lack thereof and re-teach. Auxiliary Teachers and other support staff are aligned to specific classrooms to provide tier 2 intervention in small groups.</p> | |
| Whole staff professional development -----> | | | 2 |
| <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; padding-right: 5px;">Professional Learning</div> <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>The school has a year-long focused plan for professional development directed by Rock Island Network priorities as well as identified needs of the school provided by data. This plan is differentiated for the whole-staff and aligned to school-wide growth targets. The school monitors the effectiveness of professional development, including coaching and teacher collaboration. School-wide structure ensures that professional development is ongoing, job-embedded and relevant to all staff.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|----------------|--|---|--|------------|
| DIMENSION 3: I | 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>*Teachers have weekly grade level meetings and common planning periods. This time is used for planning lessons/ small groups according to data.</p> <p>*Weekly PLC meetings (Language Arts-Social Studies and Math –Science) are conducted to dig deeper into each content area as it relates to moving to Common Core State Standards and aligning instruction to our students' needs.</p> <p>*Sign in sheets, agendas, and collaboration logs are collected to show evidence of meetings.</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>Our school has a reading and a math coach that provides support based on identified teacher needs. They provide coaching and support on a regular basis. New teachers are provided with effective induction and transition support. Most teachers have begun individual growth plans driven by classroom observation and test data designed to tailor professional development to specific needs. Teachers regularly receive quality feedback that supports professional growth. Peer coaching and cross classroom observation/visitation are used as a form of coaching. Weekly PLC meetings in the core content areas are used as a form of coaching and support for all instructional staff.</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 | <p>All students participate in high school and college exploration days and fairs. Staff members incorporate specific avid career and college readiness skills and practices in their individual curriculums. The school has partnered with Chicago State University to assist students with social emotional development needed to master college readiness standards. Students are afforded the opportunity to participate in leadership roles i.e. LSC, CIWP, AVID student representative, classroom leaders, as well as offer daily suggestions on the functionality and operation of the school as a whole.</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>Students receive advisory with the homeroom teacher to address academic needs. Teachers work with parents to create personal learning plans to address student deficits and help students to achieve success. Students with special needs are engaged in the school community including both physical and social integration due to the fact that students are placed in their grade level appropriate homerooms as well as attend auxiliary classes with their peers in the general education curriculum. Students from the general education population as well students with special needs attend academic enriched field trips and participate in collaborative social functions such as talent shows, cultural performances, and dances.</p> | |
| Behavior & Safety -----> | | | 2 | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | <p>This year we are implementing the Foundations Behavioral Intervention and SEL Programs, a district-wide behavior education program that focuses on improving school climate, reducing unnecessary discipline referrals, expanding staff skills in effective supervisions, and increasing parental engagement that will ultimately maximize instructional time and help build trusting relationships. In addition, families are given Student Handbooks to ensure they understand and demonstrate outstanding performance</p> | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|--|--|--|------------|
| DIMENSION 5: Family and Community Engagement | Expectations -----> | | | 3 |
| | <ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. | <ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | <p>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children and community as well as the plan for improvement.</p> <p>Teachers provide clear information for families on what students are expected to achieve in a given grade level course, rubrics, and examples of what meeting the standards looks like.</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>All instructional staff engage in ongoing, two way communication with families through parent portal, email, newsletters, memorandum, telephone calls, and one to one conferences. This is done in an effort for the parents to know how their children are doing relative to grade level expectations and how the families can support their children's learning at home. Ongoing communication allows school staff to learn from families how to support student</p> | |
| Bonding -----> | | | 2 | |
| | <ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <p>Our school provides a non-threatening and welcoming environment to our students, families, and visitors by having an open door policy where learning is shared and relationships are being made. Each day, our students and staff members recite our Morning Mantra to encourage and remind our students to be prepared, actively engage in academic rigor, and strive for excellence. The Principal leads the work to empower and motivate families and community members by extending invitations to families via telephone, email, letters to their places of residence, and in person to encourage families to participate in the activities that we offer to foster a sense of community. Our administrative staff are present and offer a variety</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 |
|--|---|---|--|------------|
| 6: College and Career Readiness Supports | Specialized support -----> | | | 3 |
| | <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>Alfred D. Kohn is presently partnered with Communities In Schools of Chicago, and has been for over 10 years now. CISC, is a non-for-profit organization that exclusively connects existing community organizations with Chicago Public Schools students at no cost to the students or school. Over these years, they have repositioned existing community resources into our "site" school. These services</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>*Summer 2011- Gear Up students participated in inquiry and project-based enrichment learning extensions at Loyola University. *Counselor provided Explore in-service to the entire staff. The staff took part in an Explore practice test. *Staff received strategies to align current curriculum with Explore objectives for college</p> | |
| Academic Planning -----> | | | 2 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | <p>The school provides support for student planning, preparation, and performance in their college and career aspirations and goals through rigorous and engaging academic programs such as AVID, GEAR UP, and thematic units of instruction. Student's have access to high school and college information and opportunities facilitated by School Counselor and Eighth Grade Teachers.</p> | | |
| Enrichment & Extracurricular Engagement -----> | | | 2 | |
| <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | <p>Students and staff members are exposed to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school. Students receive academic tutoring after school, in</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 -----> | | | 2 |
| | <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. | <ul style="list-style-type: none"> Staff members, students, parents, and community members took part in college assessment workshop. *Upper grade students will take part in explore practice test. | |
| | 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 -----> | | | 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. | <ul style="list-style-type: none"> The school counselor will work with the high school counselors in helping students to be accepted in a high school that will continue to cultivate their college and career goals. *Additionally, students will participate in a high school shadow day. *Counselor and teachers work to encourage students and parents to participate in the freshman connection program. * Students in pre-k participated in a step-up to kindergarten summer program. *Benchmark students were recognized for outstanding summer achievement. | | |

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>The school allocates discretionary spending to align resources with identified needs and strategic priorities. The administration along with the ILT and Local School Council actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. The school maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</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>Hiring is conducted through a multistep interview process that includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy, and commitment. Grade level and Content Area Teams are assembled to include the needed combination of knowledge and expertise.</p> | | |
| Use of Time -----> | | | 2 | |
| <ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | <ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. | <p>Each classroom has a schedule of required minutes per subject/grade level based on the students' needs. There are grade level meetings before school begins once a week. Teachers collaborate during the school day once a week for a team meeting. Students receive meaningful intervention based on data.</p> | | |

Mission & Strategic Priorities

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

Mission Statement

The vision of Alfred D. Kohn Fine & Performing Arts Magnet Cluster School is to create a supportive and caring school environment that promotes social-emotional competencies, artistic creativity, and prepare students for college and career readiness through critical thinking, effective communication, and innovation in a globally competitive and digital society. The mission of Alfred D. Kohn Fine & Performing Arts Magnet Cluster School is to provide a safe nurturing environment that fosters academics excellence through an enhanced curriculum that integrates Fine Arts, Technology, and Social Emotional Learning as a part of our goal to produce globally competitive citizens. This will be accomplished through highly motivated administrators, teachers, staff members, parents, and community partners. All Stakeholders will participate in ongoing professional development to guarantee deliver of a curriculum that will ensure college and career readiness.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|--|--|
| 1 | <p>Literacy-Provide tiered small group reading intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide all students with a quality curriculum aligned to Common Core, with differentiated support, and frequent monitoring of progress through benchmark assessments. Provide tiered small group reading intervention, support and frequent progress monitoring students who are below standardson BOY interim assessments. Provide differentiated and rigorous literacy instruction across the curriculum that integrates technology, fine arts, exploration, and inquiry to enrich students meeting standards to exceed.</p> | <p>Only 54.2 % of all students met or exceeded grade level expectancies on the Spring 2011 Reading ISAT assessment. Overall reading performance remained stagnant from 2010 to 2011 on the ISAT. Scantron reading performance revealed that only 41% of students met Spring growth targets on the MOY Scantron Reading assessment. K -2 are assessed in reading using DIBELS. MOY DIBELS data reflect 11% of our Kdg. students are in Intensive, 28% are in Strategic, and 32% are at Benchmark. At the 1st grade level 44% are in Intensive, 24% are in Strategic, and 32% are at Benchmark. Of the students in 2nd grade 41% are Intensive, 17% are Strategic, and 39% are at Benchmark. The EOY data reflect there have been some slight changes at each grade level. In Kdg. 11% are in Intensive, 27% are Strategic, and 67% are at Benchmark; 1st grade: 52% are in Intensive, 11% are Strategic, and 37% are at Benchmark; and 2nd grade 41% are in Intensive, 21% are Strategic, and 38% are at Benchmark.</p> |

| | | |
|---|---|---|
| 2 | <p>Math & Science -Provide tiered small group math and science intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide all students with a quality curriculum aligned to Common Core, with differentiated support, and frequent monitoring of progress through benchmark assessments. Provide tiered small group math and science intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide differentiated and rigorous math and science instruction across the curriculum that integrates technology, fine arts, exploration, and inquiry to enrich students meeting standards to exceed.</p> | <p>Only 68 % of all students met or exceeded grade level expectancies on the Spring 2011 Math ISAT assessment. Overall math performance increased from 2010 to 2011 on the ISAT, but was not commensurate with district or state AYP targets. Scantron Math performance revealed that only 37 % of students met Spring Growth targets on the MOY Scantron Math Assessment. Grades K – 2 are assessed in math using mCLASS Math. MOY data in Kdg. reflect overall that 35% of our students are in Intensive, 30% are in Strategic and 35% are at Benchmark; overall in 1st grade 13% are in Intensive, 66% are in Strategic, and 21% are at Benchmark; and finally in 2nd grade 54% are in Intensive, 33% are in Strategic and 13% are at Benchmark. In Science 63.2% of our 4th and 7th grade students met or exceeded standards on the spring 2011 ISAT Science test administration. Scantron science performance revealed that only 51% of students met Spring growth targets on the MOY Scantron Science assessment.</p> |
| 3 | <p>Extend release time for increased collaboration among teacher teams, inclusive of Auxillary staff to dialogue, plan, and implement efforts around the Common Core standards.</p> | <p>To plan and design projects such as documentaries, podcasts, online journals, etc. and thematic units that are aligned to the Common Core, create subject area curriculum maps/backwards designs, integrated the use of technology, 21st Century Learning Skills (i.e., critical thinking, problem solving, oral and written communication, and curiosity and imagination) and National Art Standards (i.e. animation, celebration, careers in the arts, audience behaviors, etc.) that enhances content and lead to the development of interdisciplinary units of study.</p> |
| 4 | <p>College and Career Readiness-provide students with rigorous opportunities to improve critical thinking, problem solving, and writing skills. Assessments will better capture higher order skills and provide more accurate measures of students growth (e.g., authentic tasks). The assessments will better inform classroom instruction to respond to the diverse academic needs of students, which will ensure our students to compete at the collegiate level.</p> | <p>The average composite score on the EXPLORE Assessment was 12.4% for 2011. Only 19.6% of our 8th grade students met standard in reading on the EXPLORE Assessment for 2010-2011. In math only 4.3 % of the 8th graders met standards .</p> |
| 5 | <p>Social-Emotional Learning-integrate social-emotional lessons that are aligned to the 5 SEL competencies (self awareness, social awareness, self-management, relationship skills, and responsible decision-making) and the Common Core content areas. Integrate movement in lessons as well as sensory based learning to help students retain and understand information. Implement schoolwide weekly structured physical activity to meet minimum requirements for Healthcare US Challenge.</p> | <p>The suspensions for 2011 were over 400 days and it is estimated that SASS Cares was contacted at minimum 40 times in regards to students in crisis. These contributing factors reflect the overall need to provide a comprehensive school-wide initiative seeking to increase the social emotional competencies of students. Increased social emotional skills will improve students' attitude about self and others, enhance positive classroom behavior and decrease risks for failure by reducing conduct and emotional distress in the classroom.</p> |

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 |
|--|--|
| Literacy-Provide tiered small group reading intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide all students with a quality curriculum aligned to Common Core, with differentiated support, and frequent monitoring of progress through benchmark assessments. Provide tiered small group reading intervention, support and frequent progress monitoring students who are below | Only 54.2 % of all students met or exceeded grade level expectancies on the Spring 2011 Reading ISAT assessment. Overall reading performance remained stagnant from 2010 to 2011 on the ISAT. Scantron reading performance revealed that only 41% of students met Spring growth targets on the MOY Scantron Reading assessment. K-2 are assessed in reading using DIBELS. MOY DIBELS data reflect 11% of our Kdg. students are |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|-------------------------|--------------|------------------------------|-------------|-------------|----------|---|
| Research and recommend textbooks and other media sources that are aligned to the Common Core Standards. | Instructional Materials | All | Textbook Selection Committee | Quarter 4 | Quarter 1 | On-Track | Allocated Budget for FY 2013 Textbooks |
| Teachers will review Common Core instructional materials for curriculum mapping/backwards unit planning. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Summer 2012 | Summer 2012 | On-Track | Request samples to review and obtain recommendation from CPS Office of Teaching and Learning. |
| Teachers will engage in vertical planning collaboration to plan the appropriate level of grade level challenge and rigor. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Quarter 4 | Summer 2012 | On-Track | |
| Promote professional growth of teachers and improve success in the implementation of the Common Core State Standards in reading and district-approved curriculum. Collaboratively develop literacy lesson plans. Model performance expectations, and provide feedback to students, parents and administration regarding student progress on interim assessments, grade-level expectations, and movements towards expected target-growth goals, etc. | Instruction | All | Admin | Summer 2012 | On-going | On-Track | |
| Increase parental involvement and accountability for improving student academic success, i.e., homework logs, classroom centered websites to improve communication, newsletter, family contracts, quarterly family nights, and parent teacher workshops. | Instruction | All | Admin/Teacher Teams/ILT | Summer 2012 | Summer 2013 | On-Track | |

Strategic Priority 1

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|--|-------------|---------------------|-------------------------|-------------|-----------|----------|--|
| Allocate funding to support tiered instruction/intervention support (Rtl) to students in Literacy within a smaller classroom structure. Provide resources for Response To Intervention -Burst, Success Maker, etc. | Instruction | Other student group | Admin/Teacher Teams/ILT | Summer 2012 | Quarter 1 | On-Track | |
| Create a literacy-enriched culture through daily exposure to various genres using different media forms during library. | Instruction | All | Admin/ILT | Summer 2012 | On-going | ON-Track | |
| Coaching, monitoring and implementation of best practices in literacy. Integration of language arts skills and content within the library media program. | Instruction | All | Admin/ILT | Summer 2012 | On-going | On-Track | |
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Strategic Priority 2

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

| Strategic Priority Description | Rationale |
|---|--|
| Math & Science -Provide tiered small group math and science intervention, support and frequent progress monitoring of students who are below standards on BOY interim assessments. Provide all students with a quality curriculum aligned to Common Core, with differentiated support, and frequent monitoring of progress through benchmark assessments. Provide tiered small group math and science intervention, support and frequent progress | Only 68 % of all students met or exceeded grade level expectancies on the Spring 2011 Math ISAT assessment. Overall math performance increased from 2010 to 2011 on the ISAT, but was not commensurate with district or state AYP targets. Scantron Math performance revealed that only 37 % of students met Spring Growth targets on the MOY Scantron Math Assessment. Grades K – 2 are assessed in math using mCLASS Math. MOY data in |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------------------|--------------|------------------------------|-------------|-------------|----------|---|
| Research and recommend textbooks that are aligned to the Common Core Standards. | Instructional Materials | All | Textbook Selection Committee | Quarter 4 | Quarter 1 | On-Track | Allocated Budget for FY 2013 Textbooks |
| Teachers will need to review Common Core instructional materials for backwards unit planning. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Summer 2012 | Summer 2012 | On-Track | Request samples to review and obtain recommendation from CPS Office of Teaching and Learning. |
| Teachers will engage in vertical planning collaboration to plan the appropriate level of grade level challenge and rigor. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Quarter 4 | Summer 2012 | On-Track | |
| Teachers will progress monitor and analyze data to plan differentiated and rigorous instruction designed to meet the needs of all learners. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Quarter 4 | On-going | On-Track | |
| Increase parental involvement and accountability for improving student academic success, i.e., homework logs, classroom centered websites to improve communication, newsletter, family contracts, quarterly family nights, and parent teacher workshops. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | On-going | On-going | On-Track | |
| Continue the use of nonfiction media sources such as Scholastic Math, DynaMath and Science World magazines. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Quarter 4 | Summer 2012 | On-Track | |
| Enhance mathematics instruction and student learning by helping teachers develop more effective mathematic teaching practices inclusive of strengthening math content, instruction and assessment. | ILT/ Teacher Teams | All | Admin | On-going | On-going | On-Track | |
| Coordinate annual math/science night to engage families in interactive projects, activities and core curriculum expectations. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Summer 2012 | Quarter 4 | On-Track | |



Strategic Priority 2

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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 |
|--|--|
| Extend release time for increased collaboration among teacher teams, inclusive of Auxillary staff to dialogue, plan, and implement efforts around the Common Core standards. | To plan and design projects such as documentaries, podcasts, online journals, etc. and thematic units that are aligned to the Common Core, create subject area curriculum maps/backwards designs, integrated the use of technology, 21st Century Learning Skills (i.e., critical thinking, problem solving, oral and written communication, and curiosity and imagination) and National Art Standards (i.e. animation, celebration, careers in the arts, |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|-------------------------|--------------|------------------------------|-------------|-------------|----------|---|
| Research and recommend textbooks that are aligned to the Common Core Standards. | Instructional Materials | All | Textbook Selection Committee | Quarter 4 | Summer 2012 | On-Track | Allocated Budget for FY 2013 Textbooks |
| Teachers will need to review Common Core instructional materials for backwards unit planning. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Summer 2012 | Summer 2012 | On-Track | Request samples to review and obtain recommendation from CPS Office of Teaching and Learning. |
| Teachers will engage in professional development to increase their knowledge and implementation of the CCSS instructional shifts. Teachers will choose appropriate instructional resources that will provide students with regular practice complex texts and its academic vocabulary, building knowledge through content-rich nonfiction and informational texts, and increase reading and writing grounded in evidence from text. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Summer 2012 | Quarter 4 | On-Track | |
| Professional Development will be provided for all instructional staff around improving their competencies in improving focus on CCSS for mathematics, Thinking across grades and linking major topics within grades, and conceptual understanding, including conceptual understanding, procedural skill and fluency and application with equal intensity. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Summer 2012 | Quarter 4 | On-Track | |
| Provide teachers with professional development around Fine Arts and technology integration into the Core Academic curriculum. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | Quarter 1 | Quarter 4 | On-Track | |

Strategic Priority 3

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|---|--------------------|-----|-------------------------|-------------|----------|----------|--|
| Increase teacher involvement and accountability for improving student academic success i.e., teacher goal-setting, student action plans, evidence of student work, interim student assessment data, data binders, classroom centered websites to improve communication, newsletters, family contracts, quarterly family nights, and parent-teacher workshops. | ILT/ Teacher Teams | All | Admin/Teacher Teams/ILT | On-going | On-going | On-Track | |
| Principal will structure professional development where lessons are modeled to demonstrate proficiency in the compents and elements of the Charlette Danielson Rubric Domains. | Admin/ILT | All | Admin/Teacher Teams/ILT | Summer 2012 | On-going | On-Track | |
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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 |
|---|--|
| College and Career Readiness-provide students with rigorous opportunities to improve critical thinking, problem solving, and writing skills. Assessments will better capture higher order skills and provide more accurate measures of students growth (e.g., authentic tasks). The assessments will better inform classroom instruction to respond to the diverse academic needs of students, which will ensure our students to compete at the collegiate level. | The average composite score on the EXPLORE Assessment was 12. 4% for 2011. Only 19.6% of our 8th grade students met standard in reading on the EXPLORE Assessment for 2010-2011. In math only 4.3 % of the 8th graders met standards . |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|----------------------|---------------------|------------------------------------|-------------|-------------|----------|-----------------------|
| Host parent, student and community workshops of EXPLORE testing. | Parental Involvement | Other student group | Middle School Teachers & Counselor | Quarter 1 | Quarter 4 | On-Track | |
| Expand our AVID elective classes to include sections for sixth and seventh grades. | Instruction | Other student group | AVID Coordinator | Summer 2012 | Quarter 1 | On-Track | |
| Provide students with more college and career field experiences. | Instruction | All | Teachers | Summer 2012 | Quarter 2 | On-Track | |
| Expand our College and Career Day activities to include resume writing, developing a portfolio, and completing applications for schools and employment. | Instruction | Other student group | Teachers | Quarter 1 | Summer 2013 | On-Track | |
| Host an annual high school fair to increase student options for high school enrollment. | Other | Other student group | Counselor | Summer 2012 | Quarter 3 | On-Track | |
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Strategic Priority 4

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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 |
|---|--|
| Social-Emotional Learning-integrate social-emotional lessons that are aligned to the 5 SEL competencies (self awareness, social awareness, self-management, relationship skills, and responsible decision-making) and the Common Core content areas. Integrate movement in lessons as well as sensory based learning to help students retain and understand information. Implement schoolwide weekly structured physical activity to meet minimum | The suspensions for 2011 were over 400 days and it is estimated that SASS Cares was contacted at minimum 40 times in regards to students in crisis. These contributing factors reflect the overall need to provide a comprehensive school-wide initiative seeking to increase the social emotional competencies of students. Increased social emotional skills will improve students' attitude about self and others, enhance positive |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|-------------------------|--------------|---------------------|-------------|-------------|----------|---|
| Review & evaluate existing programs and school-wide strategies that will collaborate with the SEL initiative | Instructional Materials | All | Admin/SEL Committee | Quarter 4 | Summer 2012 | On-Track | SEL committee has assigned liaisons to update all staff, parent and community partners of the planned SEL strategies and programs |
| Provide training and on a school-wide SEL program that integrates into the core subject areas as well as the school-wide behavior expectation plan | Other | All | Admin/SEL Committee | Quarter 1 | Quarter 4 | On-Track | |
| Provide instruction around specific social-emotional needs during a specific "Quest" period. | Instruction | All | Admin/SEL Committee | Quarter 1 | On-going | On-Track | |
| Provide students and parents with community resources that enhance social and emotional learning. | LSC/ PAC/ PTA | All | Admin/SEL Committee | Quarter 4 | On-going | On-Track | |
| All teachers participate in the least two professional development trainings provided by CPS Health and Wellness Promotion and partners. | Other | All | Admin/SEL Committee | Quarter 1 | Quarter 4 | On-Track | |
| Provide nutrition education to all grade levels | Other | All | Admin/SEL Committee | Summer 2012 | On-going | On-Track | |
| Complete a school employee wellness needs assessment with staff and create an action plan that includes opportunities for healthy eating and physical activity. | Other | All | Admin/SEL Committee | Summer 2012 | Quarter 1 | On-Track | |
| Provide recess supervision by utilizing parents to assist with the active and personalized supervision of our students | Other | All | Admin/SEL Committee | Quarter 1 | On-going | On-Track | |
| To provide support to students with temporary living situations. | Other | All | Admin/SEL Committee | Quarter 1 | On-going | On-Track | |
| Build into the school day schedule a minimum of 45 minutes of weekly Physical Education to all students | Other | All | Admin/SEL Committee | Summer 2012 | On-going | On-Track | |



Strategic Priority 5

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|---|-------|-----|---------------------|-------------|-----------|-----------|--|
| Build and active school wellness team that meets a minimum of once a month. | Other | All | Admin/SEL Committee | Summer 2012 | On-going | On-Track | |
| Complete and submit application for Healthier US School Certification. | Other | All | Admin/SEL Committee | Quarter 4 | Quarter 4 | Completed | |
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