CIWP

2012-2014 Continuous Improvement Work Plan

Mount Vernon Elementary School

Rock Island Elementary Network

10540 S Morgan St Chicago, IL 60643

ISBE ID: 150162990252362

School ID: 610086

Oracle ID: 24601

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Mount Vernon Elementary' s mission is to prepare our students to be successful communicators, collaboarators, critical thinkers and responsible citizens who are ready to be successful in colleges and careers in the 21st century by providing rigorous and engaging instruction that incorporate the common core standards and 21st Century Learning Framework, and provides

rigorous, authentic project-based instruction and learning activities in a technology supported learning environment.
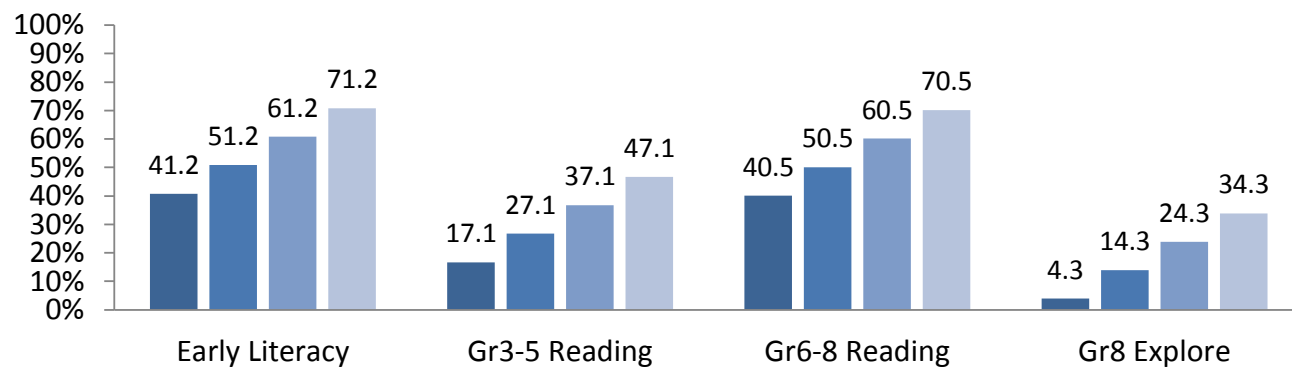
Strategic Priorities

1. Common Core Instruction -We will transition into Common Core Instruction by focusing on deconstructing and unpacking the core standards. In accordance with the CPS common core framework, we will develop rigorous, engaging CCSS aligned units using texts and passages of appropriate complexity; implementwith fidelity the

2. Professional Learning System. We will Build Teacher Capacity Through Development of Instructional Leadership Teams that will take the lead in the learning involved in incorporating the common core and 21st century framework into our curriculum.The ILT is charged with the responsibility of assisting and supporting

3. Twentyfirst Century Learning We recognize the need to move away from traditional methods of teaching and bring into the classrooms new and innovative approaches to teach core content and the skills needed for our increasingly information driven and technologically powered society. Thus, we will adopt elements of

4. Creating safe and civil schools /social-emotional learning. We want to create a positive and proactive school-wide and classroom environment for our children, where all staff works to continuously improve student behavior and create a culture of calm, respect, and safety for our students and staff. By establishing this
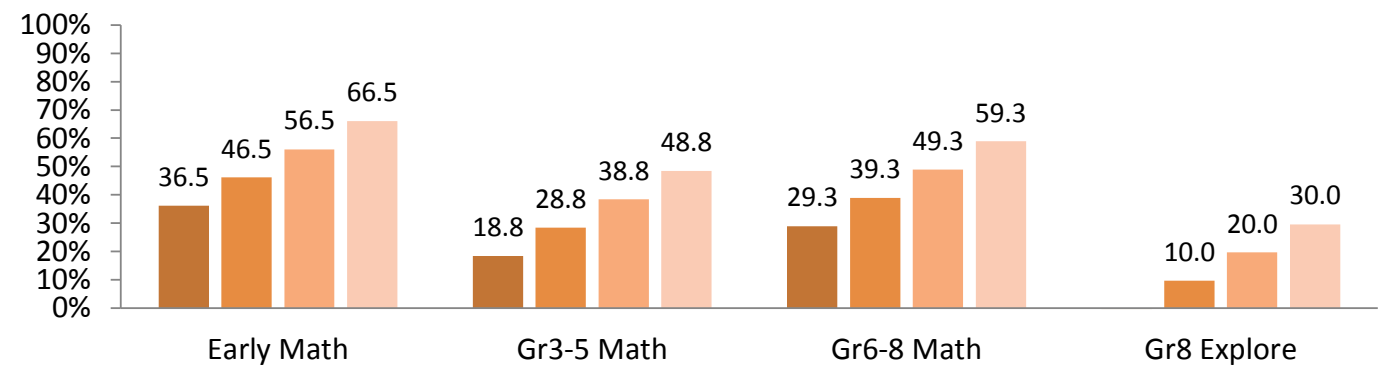
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	41.2	51.2	61.2	71.2
Gr3-5 Reading	17.1	27.1	37.1	47.1
Gr6-8 Reading	40.5	50.5	60.5	70.5
Gr8 Explore	4.3	14.3	24.3	34.3

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	36.5	46.5	56.5	66.5
Gr3-5 Math	18.8	28.8	38.8	48.8
Gr6-8 Math	29.3	39.3	49.3	59.3
Gr8 Explore		10.0	20.0	30.0

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:	Mount Vernon 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
Dawn Scarlett	Principal
Raquel Davis	Assistant Principal
Rosetta Ayertey	LSC Member
Jennifer Bobo	Classroom Teacher
Karen Herbert	Classroom Teacher
Anjanette Lipsett	Classroom Teacher
Ann Reidy	Classroom Teacher
Sharon Wood	Classroom Teacher
Lydia Williams	Classroom Teacher
Armelia Sengstacke	Lead/ Resource Teacher
Andrew Tourville	Counselor/Case Manager

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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	41.2	51.2	61.2	71.2	**Early Math** % of students at Benchmark on mClass	36.5	46.5	56.5	66.5

3rd - 5th Grade

3rd - 5th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	27.1	37.1	47.1	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	18.8	28.8	38.8	48.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	37.5	47.5	57.5	67.5	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	52.5	62.5	72.5	82.5

6th - 8th Grade

6th - 8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.5	50.5	60.5	70.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	29.3	39.3	49.3	59.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	75.0	80.0	90.0	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	74.5	84.5	94.5	100.0

8th Grade

8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	4.3	14.3	24.3	34.3	**Explore - Math** % of students at college readiness benchmark	0.0	10.0	20.0	30.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.3	94.0	95.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	76.6	74.0	70.0	65.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.9	70.0	75.0	80.0		**ISAT - Reading** % of students exceeding state standards	9.8	19.8	29.8	39.8
ISAT - Mathematics % of students meeting or exceeding state standards	73.2	75.0	80.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	14.6	24.6	34.6	44.6
ISAT - Science % of students meeting or exceeding state standards	87.2	90.0	93.0	95.0		**ISAT - Science** % of students exceeding state standards	31.9	41.9	51.9	61.9

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
	Goals and theory of action	--->		**2**
DIMENSION 1:Leadership	• 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.	• 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.	Teachers and students created student data cards where ISAT and Scantron Data was listed. Students identified targeted goals for future Scantron and ISAT test scores. Posters were created and displayed in the hallways to show current goals and goals to achieve. Each teacher had data chart in their classroom and used clothes pins to show movement of student growth. An Enrichment Academy was created to target those students who were near to exceeding on ISAT and Scantron Assessments. Those students recieved addtional support after school by classroom teachers.	
	Principal Leadership	--->		**2**
	• 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.	• 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.	Principal, in collaboration with the ILT Team, has worked to develop and begin implementation of a new school focus based upon urban leadership and communications technology. Based on the Illinois standards and Rock Island Network policies and guidelines, the Principal and assistant principal developed and presented school wide pacing guide in math and literacy for the school year. Each month, professional development and resource packets were developed by school leadership to support the skills taught for that month. Principal and Assistant principal attended grade cycle team meetings weekly to present professional learning and learning goals, review data, and have small group discussions with teachers about best practices . Classroom observations were conducted frequently, and written feedback provided to teachers regarding their instruction practices. Following Scantron Testing, principal and vice principal held one on one teacher conversations with teachers regarding classroom goals and action plans, best practices and next steps for improved classroom instruction.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**2**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	In the beginning of the year, teachers are given to opportunity to volunteer to serve on a number of committees that facilitate the activities of the school. These committees include the Attendance committee, the RtI committee, the LRE committee, the Behavior Management Committee, the Social Committee, the Assembly committee and the School Academic Events committee. The School Leadership has also solicited participation from select members of the staff to participate in the school's ILT committee. These teachers are the higher performing, stronger contributors from each grade cycle team. ILT meetings are held regularly, while other meetings are held on a less regular basis. Most committees work on a team basis, with every member having a voice in the decision making and work of the committee.	

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Version 03/12

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**2**
• 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.	• 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	ILT Consists of 1st, 3rd, 5th, 6th, 7th, 8th, and Resource LD Teachers. The ILT Team consists of members that are selected by the Principal, based on their classroom performance and overall contribution to the advancement of the school. The team meets regularly and addresses issues according to an agenda set by school leadership. The ILT works to improve learning in the school wide by developing school-wide instructional practices, reflecting and developing action plans to improve current challenges in instruction and learning. Team members are encouraged to provide ideas and honest feedback on proposals related to school-wide goals. The ILT team has embraced the transparency of learning and taken on the challenge of developing an effective protocol for peer walkthroughs and coaching.	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	The school has a systematic approach for analying school data on the leadership level, during grade cycle team meetings, and with individual teachers during one to one conferences. Teachers are familiar with the expectation ot set individual achievement goals for their students , as well as small differentiated group goals and classroom goals. Throughout the course of the year, as new assessment data is achieved, the teachers have been asked to monitor and evaluate the progress of their classrooms, and when necessary, use teacher judgement to readjust their classroom group	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**2**
DIMENSION 2: Core Instruction	• 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.	• 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.	The school has had a year-long scope and sequence in math and reading for each grade level that has mapped out the learning for the year based upon the Illinois learning standards. The school has purchased extensive training in the implementation of common core standards, and will begin professional development webinar and planning sessions in April, 2012.	
	Instructional materials	--->		**2**
	• 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.	• 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).	The school has provided each grade level with basals and supplemental instructional materials that support learning for their respective grade levels. The school has provided teachers with a framework for deconstructing the common core standards and aligning current instruction materials with the new standards. Common Core committee of the ILT team will assist in determining how adequate current instructional materials are in meeting the standards, and assessing what new supplemental materials will be needed to align with the common core standards. Professional	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• 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.	• 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.	Computerized data, (EPath, Scantron, DIBELS) data is organized and easily accessible to teachers and administration, as well as ILT. This data has driven discussions with the the ILT team, as well as one to one conversations with teachers. Weekly Assessments in reading and math are required that are aligned with instructional scope and sequence.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**2**
• 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.	• 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.	Teachers are required to communicate instructional objective in reading and math as part of Network Wide non-negotiable practice. Likewise, teachers are required to use the optimal learning model, with an emphasis on modeling with anchor charts and increased guided and shared practice. Instruction is more often whole group than small group. Questioning and rigor of critical thinking in learning activities is not consistently high.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		2
• 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.	• 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.	There is a school RtI team that periodically evaluates referrals and data surrounding students identified as in need of academic intervention. The physical education and technology coordinator develop a schedule to provide small group and one to one support, both push in and pull-out to students identified as needing assistance. After Scantron test is administered, student data is evaluated to determine if progress has been made with these students, or if additional support is necessary.	
Whole staff professional development	-->		2
• 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.	• 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.	Whole staff professional development is held regularly and is aligned with school priorities and with instructional deficits. There is an expectation that instructional practices presented in professional development be implemented in the class, and this expectation is reiterated in weekly bulletins and monitored in	

Professional Learning (vertical label, left margin)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**2**
	• 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.	• 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.	Teachers have common planning time with their respective grade cycle teams. They meet one to two times a month with the principal for differentiated professional development, or to analyze data that has been collected in the respective grade cycle team.During the other two common meeting times in the month, teachers meet to discuss progress monitoring data, and effective learning strategies.	
	Instructional coaching	--->		**2**
	• 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.	• 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.	The school does not have in house literacy or math coaches. The principal assumes the responsibility of coaching teachers in literacy, while the assistant principal assumes the responsibility of coaching teacherings in math. Principal and A.P. make coaching decisions based upon observation and review of data. They provide provide professional development, modeling and feedback to teachers to support individual growth of the teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	--->		1
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	The School has partnered with Metropolitan Family Services through 21st CenturyCommunity school and has developed a plan to build and maintain a college going culture through after school programs and trips to visit college campuses.	
	Relationships	--->		2
	• 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.	• 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.	The school has partnered with Metropolitan Family Services through 21st CenturyCommunity school and has developed a plan to build and maintain a college going culture through after school programs and trips to visit college campuses. The school has for the last two years planned a College and Career Fair at the school.	
	Behavior& Safety	--->		2
	• 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.	• 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.	The school has a Behavior Committee that is being trained in Foundations Positive Behavior training sponsored by the Rock Island Network. As a result of this training, the school developed a school wide behavior plan for the luinchroom, and is in the process of developing a school wide plan for hallway and locker behavior.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**2**
	• 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.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal, assistant principal and counselor have regularly scheduled meetings for families of children in benchmark grades to provide information on promotion requirements and academic performance. School publishes parent newsletters, fyers, and notices to communicate information about school performance, new programs at the school, and student and family expectations.	
	Ongoing communication	--->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers are required to communicate with their parents reularly, including providning parents with an introductory letter at the beginning of the year, and a written discription of their school syslabus and discipline plan by Open Hours.	
	Bonding	--->		**3**
	• 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.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school environment is welcoming and nurturing. The principal leads the school in providing opportunities to welcome, involve and support families and to encourage engagement in activities. Mt. Vernon has become the recipient of a partnership with 21st Century Schools, which is focused upon enhancing the relationship between the school and its families and community members.	

Date Stamp November 22, 2012

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
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school Counselor and 21st Century Community School coordinator provide consistent outreach and support to families in need. For example, when one of the school's families experienced a house fire and lost all their belongings, both individual staff members, and school resures reached out to try to provided needed assistance and support to the children and their familiy.	
College & Career Exploration and election	-->		**1**
• Information about college or career choices is provided.	• 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.	We have planned and offered trips to our middle school students to tour local college campuses.	
Academic Planning	-->		**2**
• 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.	• 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.	Extended day funding is set aside for student planning, incorporation of technology, and deconstruction of common core standards. Staff development is focused upon two areas: the incorporation of common core standareds into our production program and the incorporation of project based learning and leadership development as a means of creading college and career readiness learning opportunities and pushing the school's academic rogram to higher levels of rigor.	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	• 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.	Extra curricular activities have improved substantially with the partnership with 21st Century Community Schools. Offerings are allligned with school's vision to build leadership, provide opportunities for growth in the arts and humanities, and support	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

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**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	We have provided professional development to our middle school staff on preparation for the 8th grade EXPORE exam. We've held a meeting with eighth grade parents and students on the importance of this exam, and how it relates to college and career preparation. We have required our middle school teachers to incorporate	
	College & Career Admissions and Affordability	--->		**1**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	We have provided professional development to our middle school staff on preparation for the 8th grade EXPORE exam. We've held a meeting with eighth grade parents and students on the importance of this exam, and how it relates to college and career preparation. We have required our middle school teachers to incorporate preparation for the EXPLORE exam into their instruction.	
	Transitions	--->		**1**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	We have adopted a fourth quarter curriculum plan that focuses on vertical transistion from one grade to another. Teachers focus on specific skills that will prepare their students for transition to the next grade.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**2**
	• 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.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Our discretionary funding is aligned to ourneeds as identified by SCANTRON and ISAT data. Wecently acuired partnerships further pursue activities and programs that will enhance our vision. We regularly pursue resources, program and extracurricular and well as academic activities that will support our improed achievement.	
	Building a Team	-->		**3**
	• 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.	• 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.	Hiring is conducted when vaancies occur. Applicants are subject to a multistep interview process with the principal/leadership team as well as a teacher team. Finalists much demonstrate knowledge by teaching a lesson with a classroom.	
	Use of Time	-->		**3**
	• 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.	• 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.	School schedule has been redesigned to incorporate a longer school day, and to facilitate school's new plans for incorporation of project based learning, remediation and intervenion opportunities, and technology-based learning oportunities.	

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

Mount Vernon Elementary' s mission is to prepare our students to be successful communicators, colloaborators, critical thinkers and responsible citizens who are ready to be successful in colleges and careers in the 21st century by providing rigorous and engaging instruction that incorporate the common core standards and 21st Century Learning Framework, and provides
 rigorous, authentic project-based instruction and learning activities in a technology supported learning environment.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	**Common Core Instruction** -We will transition into Common Core Instruction by focusing on deconstructing and unpacking the core standards. In accordance with the CPS common core framework, we will develop rigorous, engaging CCSS aligned units using texts and passages of appropriate complexity; implementwith fidelity the instructional shifts in reading and math; implement best instructional practices related to close reading; develop and implement effective instruction strategies and learning activities that will lead to written responses to text-dependent questions as they relate to texts of increased complexity, developing and implementinf instruction practices related to the eight common core mathematical standards and mathematical fluencies; developing and implementing a writing instruction program based upon the common core standards,and implementing school- wide learning experiencs that incorporate project based learning, communications technology, independent reading, differentiated instruction, one-to one reading and writing teacher/student conferences, and instruction strategies and performance activities that result in rich and rigorous conversations and written responses which are dependent on text.	As the world develops expanded opportunities to progress and achieve success, we must adequately prepare our students to take full advantage of these opportunities, as well as equip them to deal with the accompanying challenges. Acquiring factual knowledge is a key factor in survival and success in todays' world, but equally as important in thriving in the 21st Century is the develoment of creativity, strong analytial skills, the ability to recognize and comprehend the "big picture", recognize patterns, and create solutions. The common core standards and our focus upon career and college readiness will not only increase our students' core knowledge, but it will also enhance their experience and competency in grappling with complex text, thinking critically, solving problems and being exposed to academic vocabulary, rigorous learning activities, and rich, complex text and real life experiences that are necessary to prepare our students to compete and thrive in college and carreer's in today's global society.

2	**Professional Learning System**. We will Build Teacher Capacity Through Development of Instructional Leadership Teams that will take the lead in the learning involved in incorporating the common core and 21st century framework into our curriculum.The ILT is charged with the responsibility of assisting and supporting school leadership in school-wide goal setting , analysis of a variety of school wide data, and the planning, implementation, monitoring, and reflective monitoring of professional growth. The ILT will facilitate the development of a consistent and comprehensive professional development and collaboration plan for the year, develop and implement a protocol for ILT and teacher-level data analysis, and participate in decision making that advances the school's vision and mission. A Second major component of professional learning will be collaboration and support to teachers in unpacking and developing professional behaviors and practices that reach proficient levels in the new 2012 Chicago Teaching Framework.	This year, CPS is introducing a new Framework for Teaching that will for the first time in many years, provide teachers and administrators with a framework for reaching proficiency in teaching. Teachers will need support in unpacking and meeting the performance expectations of the new framework, and this can come from professional learning. Teachers also need to be provided with opportunities to expand their practice through focused interaction with other teachers. Teacher leaders will need to take more responsibility in working with their peers as well as the school in improving instruction and learning. Teachers will begin to see their professional roles and responsibilities in the learning community broadened and redefined. Deprivatizing instruction will become part of the culture and climate of the school. Making instruction public is a powerful means for change. There is a benefit in sharing successful practice. Sharing and having meaningful discussions centered around teacher practices and how thoses practices contribute to student performance all help to improve classroom instruction and school performance.	
3	**Twentyfirst Century Learning** We recognize the need to move away from traditional methods of teaching and bring into the classrooms new and innovative approaches to teach core content and the skills needed for our increasingly information driven and technologically powered society. Thus, we will adopt elements of the 21st Century Framework that promotes integration of such skills as critical thinking, problem solving, and use of digital technology to communicate what students have learned in core academic subjects. We will address a holistic view of 21st century teaching and learning that encompasses a focus on 21st century student outcomes. These outcomes blend specific skills, and content knowledge with innovative support systems to help students master the multidimentional abilities required of them in the 21st Century. We will develop students' information, media and technology skills, and incorporate the 4 C's of learning and Innovation skills—critical thinking, communication, collaboration, and creativity—through project based learning. All students will be required to complete 4 projects each year. These projects will require the students to learn standards based content, and use technology skills. In addition, the students, will produce 4 documentaries that will demonstrate their learning for each quarter.	For the last two years, our school has been part of the Additional Learning Opportunities program, which has provided our students with 220 laptops for all of our 1st though 8th grade students, as well as a comprehensive software curriculum from Compass Learning systems. We would be remiss to not use this great technological resource to enhance our instructional program by developing individualized enrichment and remediation experiences to our students, as well as opportunities to enhance our common core curriculum. In addition, our vision includes the development of articulate students who can communicate effectively. We intend to use technology to nurture our student' oral and written communications skills, and demonstrate their learning through authentic projects, including digital movie-making, p.s.a's and other technological innovations.	

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4	**Creating safe and civil schools /social-emotional learning.** We want to create a positive and proactive school-wide and classroom environment for our children, where all staff works to continuously improve student behavior and create a culture of calm, respect, and safety for our students and staff. By establishing this positive and proactive culture, we hope to maximize instruction time, promote healthy, trusting relationships among our students, reduce school suspensions and increase school attendance and studentengagement. Also key to the development of this positive climate is the development of multi-tiered support systems for students' behavioral and social-emotional needs.	In order to be a successful urban school, there must be a school wide discipline plan, policies, and procedures. Students, parents, and teachers all want a safe and civil school. Most urban schools are located in some of the most dangerous parts of the city. The school then becomes a safe haven from the neighborhood violence. The school has to establish itself as a safety zone. Students cannot thrive in an environment of chaos. Rules and school policies have to shared, learned, adhered to, and adopted by all. Teachers, Educational Support Staff, Lunchroom personnel, and janitorial staff all have to know the policies, speak the same language, and enforce the same consequences. These norms then must be communicated to the parents and families. They have to reviewed, revisited, and re-enforced on daily basis.
5		

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
Common Core Instruction -We will transition into Common Core Instruction by focusing on deconstructing and unpacking the core standards. In accordance with the CPS common core framework, we will develop rigorous, engaging CCSS aligned units using texts and passages of appropriate complexity; implementwith fidelity the instructional shifts in reading and math; implement best instructional practices related to close reading; develop	As the world develops expanded opportunities to progress and achieve success, we must adequately prepare our students to take full advantage of these opportunities, as well as equip them to deal with the accompanying challenges. Acquiring factual knowledge is a key factor in survival and success in todays' world, but equally as important in thriving in the 21st Century is the develpment of creativity, strong analytial skills, the ability to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will participate in Commore Core Institute Training. Beginning this school year lasting throughtout the end of the first quarter of the 2112-2013 school year, teachers will have received orientation, and participated in webinars.	Professional Development	Not Applicable	Administration & Teachers	Quarter 1	On-going	On-Track	Webinar topics include …
By the end of the first quarter teachers will create a math, reading, science, and social studies curriculum map based on Common Core Standards, and using the CPS Common Core Framework as a guide for lesson planning.	Instruction	All	Teachers	Quarter 1	Quarter 1	On-Track	Curriuclum Maps will be developed at the onset of each quarter.
By the end of the first quarter math supplemental materials will be purchased for grades 6th - 8th.	Instructional Materials	All	Lead Math Teacher and administration	Summer 2012	Quarter 1	On-Track	
The ILT will work with the CCSS Deconstructed ELA Standards Packets to select the ELA Strand and College and Career Ready Standards that will be the focus for instruction for the First Quarter. The team will select from the Literature, Informational Text, Writing and Language Standards.	Instruction	All	ILT and Administration	Summer 2012	Summer 2012	Completed	
The ILT will work with the CCSS Deconstructed Mathematics Standards Packets to select the Cluster, Domain and Mathematical Practices that will be the focus for instruction for the First Quarter.	Instruction	All	ILT and Administration	Summer 2012	Summer 2012	On-Track	

Strategic Priority 1

Teachers will work in grade cycle teams with the ILT and the Common Core Institute consultants to unpack the deconstructed standards, and complete a vertical Instruction Alignment Chart that identifies the changes in learning that take place between three sequential grades. Teachers will note the specific skills and understandings related to each standard, and determine the appropriate and necessary instructional scaffolding and support that will be necessary to help students achieve mastery.	Instruction	All	ILT and Administration	Summer 2012	Summer 2012	On-Track	
ILT will unpack the Twelve Common Core Instructional Shifts: six in Mathematics and six in ELA/Literacy that will be incorporated in the selection of classroom materials and instruction.	Instruction	All	ILT and Grade cycle teams	Summer 2012	Summer 2012	On-Track	
Teachers will plan the first units for the 1st Quarter of Instruction in Mathematics and ELA/Literacy. Teachers will select reading materials that will be used for instruction for the ELA unit, develop vocabulary lists from selected text materials, and develop writing prompts.	Instruction	All	Teachers and grade cycle teams	Summer 2012	Summer 2012	On-Track	
By grade, teachers will develop lists of mathematical fluencies that students should master (memorize) by the end of each grade that coincide with math concept taught for that grade.	Instruction	All	Teachers and grade cycle teams	Summer 2012	Summer 2012	On-Track	
Using the CPS Common Core Framework Exemplars and other resources,, teachers will select a reading passage and develop grade appropriate tasks and learning activities for reading, vocabulary, sentence syntax, discussion, and writing for the passage. Teacher's work will include 5 days of instruction, guiding questions, vocabulary, and text–dependent targeted tasks.	Instruction	All	Teachers and grade cycle teams	Quarter 1	Quarter 1	On-Track	
Teachers will balance informational Literacy with text. Teachers will analyze available texts in basals and literature text sets in grades K trough 5 to develop syllabus of literature and informational grade appropriate text for each quarter. Teachers will research and select specific texts needed to supplement what is already available in order to achieve the appropriate balance.	Instruction	All	Teachers	Quarter 1	Quarter 1	On-Track	

Strategic Priority 1

6 to 8th grade teachers will analyze available grade appropriate books to select specific texts and passages in social studies and science, and select specific appropriate literacy informational passages related to the content areas they teach.	Instruction	All	Teachers	Quarter 1	Quarter 1	On-Track	
Staff will develop thematic units for each quarter that include genre studies pairing literature with informational text. The first quarter will pair realistic and general fiction with biographies/autobiographies.	Instructional Materials	All	ILT and Teachers	Quarter 1	Quarter 1	On-Track	
Teachers will develop school-wide vocabulary instructional practices surrounding robust vocabulary found in passages used in the first quarter. Vocabulary for each quarter will be displayed on classroom word walls	Instruction	All	Administration and ILT	Quarter 1	Quarter 1	On-Track	
Grade cycle teams will select appropriate texts and develop weekly read aloud/read along instruction around a common text of sufficient complexity.	Instruction	All	Administration and ILT	Quarter 1	Quarter 1	On-Track	
Relying on the guidance of Fountas and Pinnel's "First 20 days of Independent Reading," Classrooms will develop leveled, attractive, and organized classroom libraries that will be used by students on a daily basis and incorporate independent reading and teacher/student one-to-one conferencing daily into the classroom.	Instruction	All	Teachers	Quarter 1	Quarter 1	On-Track	
Teachers will incorporate a school-wide writing curriculum consisting of "mini lessons" to support common core writing and language development.	Instruction	All	Administration & Teachers	Quarter 1	Quarter 1	On-Track	
We will reorganize the middle school department so that students receive a two hour reading block, and instruction during the departmental block in science, math and writing, with social studies content incorporated in the writing class.	Instruction	All	Administration & Teachers	Quarter 1	Quarter 1	On-Track	
School will develop a resource center of texts and materials, by subject matter.	Instruction	All	Administrators and PRSP	Summer 2012	On-going	On-Track	
The school will purchase Scholastic Scope, Time for Kids, and National Geographic Magazines.	Instruction	All	Administrators and PRSP	summer 2012	On-going	On-Track	

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
Professional Learning System. We will Build Teacher Capacity Through Development of Instructional Leadership Teams that will take the lead in the learning involved in incorporating the common core and 21st century framework into our curriculum.The ILT is charged with the responsibility of assisting and supporting school leadership in school-wide goal setting , analysis of a variety of school wide data, and the planning, implementation,	This year, CPS is introducing a new Framework for Teaching that will for the first time in many years, provide teachers and administrators with a framework for reaching proficiency in teaching. Teachers will need support in unpacking and meeting the performance expectations of the new framework, and this can come from professional learning. Teachers also need to be provided with opportunities to expand their practice through

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a Year-Long Professional Development Plan that incorporates two flexible days of summer P.D., weekly 75 minute professional learning,	ILT/ Teacher Teams	All	PBL Lead Teacher and Administration	Summer 2012	On-going	On-Track	
Introduce the Chicago Teaching Framework to teachers	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going	On-Track	
Introduce the Chicago Common Core Framework to teacher	ILT/ Teacher Teams	All	Administration	Summer 2012	Quarter 1	On-Track	
Identify the common core standards in reading and math that will be the school-wide focus for the year	ILT/ Teacher Teams	All	ILT and Administration	Summer 2012	Quarter 1	On-Track	
Meet with teachers to unpack the standards and plan two units for the first quarter, using the common core framework as a guide.	ILT/ Teacher Teams	all	administration	Summer 2012	On-going	On-Track	
Schedule and plan professional development around the incorporation of technology, specifically Compass learning and Tech Steps, with collaborative discussions between tech coordinators and classroom teachers.	Professional Development	All	Technology team and administration	Summer 2012	Quarter 1	On-Track	
Schedule and plan professional development around the implementation of project based learning, including specific elements that will be required school-wide to ensure appropriate rigor and include critical thinking and writing activities.	Professional Development	All	Project based learning teacher leader and administration	Quarter 1	On-going	On-Track	

Strategic Priority 2

Working with the ILT, our school will develop protocols for gathering and analyzing classroom data and student work, as well as protocols for gathering and analyzing school-wide data, and making informed reflections and decisions about effective and appropriate instructional strategies and learning activities to employ.	Professional Development	All	ILT and Administration	Quarter 1	On-going	On-Track	
Provide Professional Development on "Reading with a Pencil" (coding the text) and connect "WITATAY" to answering text-dependent questions.	Professional Development	All	Principal	Summer 2012	On-going	On-Track	
We will form a tech team of teacher leaders, that will develop a school-wide curriculum of 21st century learning skills for our students, as well as explore and establish the opportunities for professional learning that the staff will need to efectively blend technology into student learning and teacher planning.	Professional Development	All	Technology team and administration	Summer 2012	On-going	On-Track	
Our physical education teacher will be be trained in peace circles, peer juries, and will join the Foundations Positive Behavior team, and take the lead in developing, with the Behavior management team, our school social/emotional learning initiative and our behavior management plan, with emphasis on hallway and recess behavior. This iniviative will include professional development to teachers and staff to support and sustain implementation.	Professional Development	All	Social/Emotional learning lead teacher and team, and Administration	Summer 2012	On-going	On-Track	
Teachers wil receive professional development in implementation of Tech Steps program	Professional Development	All	Administration	Summer 2012	On-going	On-Track	

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
Twentyfirst Century Learning We recognize the need to move away from traditional methods of teaching and bring into the classrooms new and innovative approaches to teach core content and the skills needed for our increasingly information driven and technologically powered society. Thus, we will adopt elements of the 21st Century Framework that promotes integration of such skills as critical thinking, problem solving, and use of digital technology	For the last two years, our school has been part of the Additional Learning Opportunities program, which has provided our students with 220 laptops for all of our 1st though 8th grade students, as well as a comprehensive software curriculum from Compass Learning systems. We would be remiss to not use this great technological resource to enhance our instructional program by developing individualized enrichment and remediation

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the beginning of first quarter, lead teacher will develop protocol and school-wide project requirements that include driving question, collaboration plan and activities, student resources related to theme, critial thinking component, writing component, informational reading component, and student rubric.	ILT/ Teacher Teams	All	Lead teacher	Summer 2012	On-going	On-Track	
By end of last quarter, 2012, lead teacher, in collaboration with principal, will develop a backwards design curriculum of technology that includes learning goals for kindergarten to eighth grade.	ILT/ Teacher Teams	All	Lead teacher	Summer 2012	On-going	On-Track	
Lead teacher will be trained in Project Based Learning and use that knowledge to train 3rd - 8th grade teachers. Training will be ongoing throughout the first quarter.	ILT/ Teacher Teams	All	lead teacher	Summer 2012	On-going	On-Track	
We will develop and utilize a school-wide theme every quarter and implement a curriculum plan around a different theme every quarter. Students will be assigned projects related to the quarterly theme.	Instruction	All	ILT team	Summer 2012	On-going	On-Track	
By the end of the first quarter teachers and students will plan and develop projects for quarters 2, 3, and 4.	ILT/ Teacher Teams	All	teachers	Summer 2012	On-going	On-Track	
By the end of the first quarter teachers will establish content and skill goals for the projects to be implemented in the second, third, and fourth quarters.	Instruction	All	teachers	Quarter 1	On-going	On-Track	

Strategic Priority 3

By the end of the first quarter teachers will develop instructional activities , mini lessons, assessments, and rubrics for first quarter projects.	Instruction	All	teachers	Quarter 1	On-going	On-Track	
School will employ technology personnel to support technology learning and maintenance of school-wide technology equipment.	Equipment/ Technology	All	administration	Quarter 1	On-going	On-Track	
School will purchase document cameras, projectors, and additional technological software to support learning	Equipment/ Technology	All	administration	Summer 2012	On-going	On-Track	
School will purchase and implement Tech Steps technology to support student mastery of technology skills in a project based learning setting.	Equipment/ Technology	All	administration	Quarter 1	On-going	On-Track	

CIWP

2012-2014 Continuous Improvement Work Plan

Mount Vernon Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Creating safe and civil schools /social-emotional learning. We want to create a positive and proactive school-wide and classroom environment for our children, where all staff works to continuously improve student behavior and create a culture of calm, respect, and safety for our students and staff. By establishing this positive and proactive culture, we hope to maximize instruction time, promote healthy, trusting relationships among our students, reduce	In order to be a successful urban school, there must be a school wide discipline plan, policies, and procedures. Students, parents, and teachers all want a safe and civil school. Most urban schools are located in some of the most dangerous parts of the city. The school then becomes a safe haven from the neighborhood violence. The school has to establish itself as a safety zone. Students cannot thrive in an environment of chaos. Rules and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
P.E. teacher, will be recruited to take the lead on a socio emotional initiative, and will attend training in peer juries and peace circles.	ILT/ Teacher Teams	All	Lead teacher and administation	Summer 2012	On-going	On-Track	
Lead teacher will team with the Positive Behavior team (Foundatoins) to creat a Social/Emotional initiative. Team will plan and imlement professional development and implementation of social/emotional initiative, including peace circles in each classroom and peer jury initiative.	ILT/ Teacher Teams	All	Lead teacher and administation	Summer 2012	On-going	On-Track	
Positive behavior team will develop and implement a plan for student behavior for hallrays and recess.	ILT/ Teacher Teams	All	lead teacher and administation	Summer 2012	On-going	On-Track	
School will partner with Metropolitan Community Services, its 21st Century Community Partner, to bring in student mentoring programs and social service programs to support students and families at the school.	After School/ Extended Day	All	Community partner and administration	Summer 2012	On-going	On-Track	

Strategic Priority 4

CIWP

2012-2014 Continuous Improvement Work Plan

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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

Action Plan

Monitoring

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