



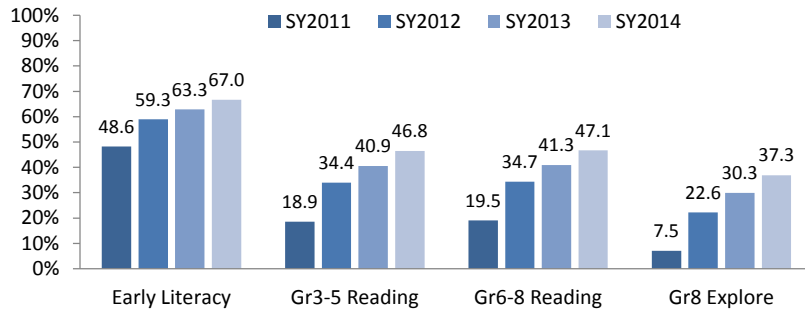
Mission Statement

Strategic Priorities

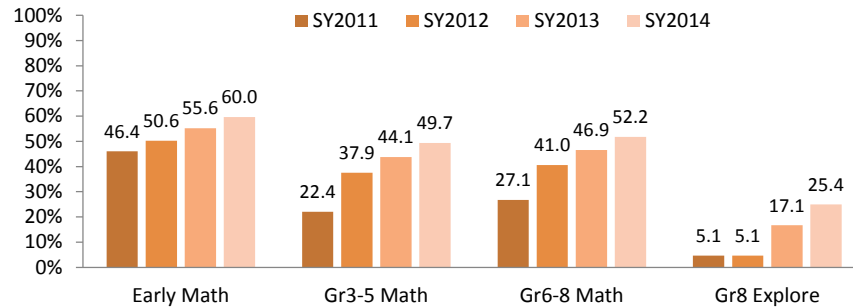
1. Improve student achievement in science through the implementation of new science curriculum and materials and extended time on task during the school day.
2. Improve student achievement in the reading exceeds category through targeted professional development, increasing rigor using Socratic Seminars and the Common Core.
3. Increase the use of differentiated instruction using Achieve 3000 and RTI best practices in the benchmark and SPED classrooms.
4. Increase student achievement in Math through the implementation of expanded Mathematics materials and extended time on task during the school day.

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:	Henry H Nash 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
Tresa D. Dunbar	Principal
Sidney Guillory	Assistant Principal
Latrese Mathis	Assistant Principal
Barbara Butler	LSC Member
Araceli Salazar	LSC Member
Sylvelia Pittman	Classroom Teacher
Thomas Harris	Classroom Teacher
Nathan Clark	Classroom Teacher
Quiana Campbell-Grant	Classroom Teacher
Catherine Staudohar	Classroom Teacher
Andrea Flowers-Jackson	Classroom Teacher
Danielle Thompson	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	48.6	59.3	63.3	67.0	Early Math % of students at Benchmark on mClass	46.4	50.6	55.6	60.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.9	34.4	40.9	46.8	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.4	37.9	44.1	49.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.4	63.4	67.1	70.4	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	59.1	62.6	66.3	69.7
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.5	34.7	41.3	47.1	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.1	41.0	46.9	52.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	63.6	67.3	70.5	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	74.6	77.2	79.5	81.5
8th Grade									
Explore - Reading % of students at college readiness benchmark	7.5	22.6	30.3	37.3	Explore - Math % of students at college readiness benchmark	5.1	5.1	17.1	25.4



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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	96.5	97.0	97.5					
Misconducts Rate of Misconducts (any) per 100						27.9	22.0	16.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	58.8	68.9	78.9	88.9		ISAT - Reading % of students exceeding state standards	6.0	16.7	25.0	32.5
ISAT - Mathematics % of students meeting or exceeding state standards	72.4	82.4	92.4	95.0		ISAT - Mathematics % of students exceeding state standards	7.1	19.4	27.4	34.7
ISAT - Science % of students meeting or exceeding state standards	36.3	50.0	60.0	70.0		ISAT - Science % of students exceeding state standards	0.0	10.0	15.0	20.0

School Effectiveness Framework

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

Typical School		Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	*Full school day plan address the school goals.	
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. 	<ul style="list-style-type: none"> *The principal meets weekly with all grade level teachers and resource staff members and is actively involved with researched-based strategies to monitor effectively implement differentiated instruction. *The principal established a Full School Day team to include teaching staff, non-teaching staff, parents and LSC members. * The principal assists school leadership teams to build teacher capacity. *The principal develops professional development focused on instructional strategies to increase student achievement and academic rigor. 		

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
Teacher Leadership ----->			2
<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 	<ul style="list-style-type: none"> *Each grade level team has a teacher representative on the ILT that meets bi-weekly. *The RTI team meets regularly on a monthly basis to review student data and impacting information of at-risk students to include accomodations and modifications if necessary. *The attendance team meets on a monthly basis to review monthly and quarterly student attendance and to develop strategies to improve attendance, including incentives and awards. *Each teacher meets weekly during grade level meetings. 	

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
Instructional Leadership Team (ILT)			3
<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 	<ul style="list-style-type: none"> The ILT, comprised of grade level chairpersons, meets regularly to analyze, discuss and plan implementation of school wide data and instructional practices. The ILT uses an agenda to ensure that the meeting focus is clear and to ensure the ILT stays on track throughout the session. The ILT established a meeting calendar for the school year, indicating the meeting occurrence. Committee and grade level chairpersons encompass the ILT. The ILT creates questions for school level PM sessions to challenge and identify root causes that impact school wide instruction and data. All ILT members are engaged in asking questions and actively participates in meetings. The special education committee is made up of specialized teachers, administration and ancillary members to address the concerns and needs of students with disabilities. Nash School will continue to develop a functional leadership team. 	
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. 	<ul style="list-style-type: none"> The school's ILT performs a school-wide Performance Management presentation to school personnel regarding data analyzed for discussion. Grade level teams are provided data from ILT to improve or establish instructional strategies and goals. Classroom teachers implement grade level strategies into practice. 	

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 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Network created instructional overlays assist greatly with science curriculum. Ineffective use of network created instructional overlays as it conflict with school based textbook compatibility. Curriculum planning committee will continue to meet in an effort to analyze and monitor the practices to ensure that the curriculum aligns to the Illinois Learning Standards and Common Core State Standards. Science instruction will be strengthened through the implementation of a school-wide science class and lab. Fourth and seventh grade students, including SWD, will receive Science instruction by a certified science teacher at least 3 times a week. This specific group of students will receive more minutes in science than required by the state. Third, fifth, sixth and eighth grades will receive science instruction 2 times a week. 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Headstart teachers will be trained to use the literacy-based program, BluePrint. The BluePrint program will be used to enhance Headstart students' reading readiness skills. The Headstart program will also incorporate the Land of the Letter People and Virtual Pre-K activities that assist in the transition of school-to-home. Grades 3 - 8, including grades with Students with Disabilities (SWD), will be identified to receive additional support with science, phonics 	
<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>				

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
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. 	<ul style="list-style-type: none"> *Data is reviewed by data team, ILT, grade level teams and administration. *Teachers set target goals for class at BOY, MOY and EOY. *Students set target goals at BOY, MOY and EOY. *Data is shared with LSC members, parents during open house, report card pick up, posted on community boards and in the data war room. *PM sessions are regularly conducted with school-wide and classroom level data analysis, including, but not limited to: Dibels, mClass Math, Scantron, Achieve3000, Explore, District Wide Writing Assessment (DWWA), Common Core State Standards (CCSS), reading and mathematics extended response, sight words and teacher created assessments. *Data is used for instructional planning. *The ISAT, Scantron Performance Series, Achieve3000, and CCSS tests are assessments tools Nash School used to access student achievement. <p>Therefore, administrators, teachers, and staff need to increase their</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
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *The CCSS and network created overlays are utilized. *Teachers are not properly implementing cross-curricula subject instruction. *Use the Achieve300 program school-wide to help increase student's higher order thinking, vocabulary and problem solving applications. *Use math extended response school-wide to help increase student's understanding and skill level in problem solving and concrete math analysis (higher order thinking applications). *Increase the focus on Primary literacy and numeracy and effective use of tools that measure each. *Increase technological resources to enhance the teaching / learning experience. 	

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
Professional Learning	Intervention ----->			1
	<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. 	<ul style="list-style-type: none"> An educational consultant is utilized with identified seventh and eighth grade students, classified as mid-upper range / bubble level. A retired teacher is utilized with identified second and third grade students, classified as mid-upper range / bubble level. The RTI process is fully implemented school-wide. Supplemental Educational Services program provided to help students to enhance their math skills. Consistent and uniform use of data binders to document interventions for each student. Properly implement goal setting, progress monitoring, conferencing and mini-lessons for interventions. 	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Professional development days are used to train teachers and administrators for analyzing data. Professional development days will be provided for teachers and administrators to log in to CIM, Scantron and Achieve3000 to access student data for instructional strategies. Professional development days are used to train teachers and administrators for developing and implementing school-wide student policies for the foundation of student behavior. Professional development is geared towards modeling the best practice of team teaching for both special education teachers and general education teachers. 	

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 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teacher instructional practices are monitored closely and professional development is expected for all teachers in all core subject areas. Weekly grade level meetings are held as well as vertical planning. Special education teachers are paired in grade level meeting with regular/general education teachers. Special education and general education teachers are geared to attend more structured workshops/conferences with outside resources presenting on differentiated instructional practices. General and special education teachers are active committee members for school-wide discipline, curriculum planning, literacy, attendance, data, social, mathematics / science / technology, and parent involvement committees. Common planning time will be provided for grade levels to align mathematics and science curriculum as well as all core subject areas. Re-Compose the committee of teachers and administrators to help 	
	Instructional coaching ----->			1
	<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. 	<ul style="list-style-type: none"> Provided opportunity for teachers to visits peer classrooms. NMSA, IRA and ASCD attendees to conduct coaching sessions with peers. 	

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 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 	<ul style="list-style-type: none"> *Set clearly defined standards and expectations for all college aspired students, including general education and special education classes. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few 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. 	<ul style="list-style-type: none"> *Bravos Law Firm provides student mentoring and peer development one-on-one. *Junior Achievement provides hands-on experiences to help young people understand the economics of life. *Dan Duster Consulting provides counseling for 4th, 5th, 6th, 7th, and 8th grade male students. *In My Shoes Program counsels young males about the dangers of association with gangs. *Museum of Science and Industry provides educational activities to support outside activities for students. *Shedd Aquarium provides tools needed for instructional activities for students. *Implemented a student council and student government for all 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> *Nash School's culture and climate is conducive to learning. *Nash School is clean and orderly. *Based on the My Voice, My School survey, students indicate that they feel safe. *Student participation in sports encourage attendance, positive behavior and reduce the number of suspensions for all students, including SWD. 	

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. 	<ul style="list-style-type: none"> Parents volunteer in the classrooms regularly. Nash School has high expectations for every member of the learning community as evident by the increase of 2% of parents reporting satisfaction with the school. Family Math and Literacy Nights provide an opportunity to inspire a love of mathematics and literacy as well as share classroom instruction that can be supported at home. Continue to advocate more parental involvement and volunteering. 	
	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. 	<ul style="list-style-type: none"> Nash School parents and community have an opportunity to visit Nash School to meet staff and learn about our vision and mission for students and parents and to be informed on all policies. Eighty percent of our parents/guardians have received information about the enrollment process, medical compliance, the uniform discipline code and school events. Communication is provided between school and CPS by enabling 	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Nash School, in partnership with the community, has a shared vision that guides the decisions, which are made together. Student performance has increased in conjunction with the school-initiated family and community partnerships. Parental involvement increased with PTA and related activities. Parental involvement in Family literacy and math / science / technology night. Increased in parent involvement during after-school basketball games. This data supports the belief that Nash School is an inviting, supportive and safe environment. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			1
	<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. 	<ul style="list-style-type: none"> *Nash School will continue to fully implemented the inclusion program. *All special education students will continue to be fully included in all general education classes. *Nash School will explore ideas relating to reducing the number of self contained classrooms. 	
	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. 	<ul style="list-style-type: none"> *The school's counselor and H. S. Readiness team assists students to participate in activities that will allow exposure to college and career choices. *The counselor and upper grade teachers have prepared students for post-secondary education and opportunities through creating 	
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. 	<ul style="list-style-type: none"> *Nash School provides After and Before School Programs will help all students, including SWD, to enhance testing strategies, reading, mathematics, science, and writing skills. *The High School Readiness team developed a calendar of activities and engagements for students. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *The school ensures expose to a wide range of extracurricula and enrichment opportunities that build leadership and team collaboration through activities including the Robotics / Science Club and through the partnership with the Museum of Science and 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			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"> *All eighth grade students are assessed college readiness through the Explore assessment. *School counselor provides presentations to eighth grade students regarding colleges. 	
	College & Career Admissions and Affordability ----->			1
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<ul style="list-style-type: none"> *The school counselor provides information to parents regarding citywide and district sponsored college fairs. *All stakeholders received information from various resources around the community/city at the Parent Summit. 	
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"> *School holds parent meetings for Kindergarten, third, sixth, seventh and eighth grades to discuss promotional criteria and school-wide expectations of academic standards and student behaviors. *Parents and students received specific information for students in grades 3rd, 6th and 8th. *High school representatives spoke to our 6th, 7th and 8th grade students at Nash School's High School Fair. 	

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. 	<ul style="list-style-type: none"> *Funds are allotted to replenish consumables. *Funds targeted for before and after school programs are designed to specifically meet the needs of students at benchmark grades. *School allocates discretionary funds for student mentoring, motivation, counseling and academic tutoring. *School-wide incentives are purchased to encourage students. These incentives include monthly student and parent breakfast, certificates, pens, pencils, restaurant coupons, bike raffles and other gifts. 		
	Building a Team ----->				2
<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. 	<ul style="list-style-type: none"> *Identify qualified staff, community resources, and professional consultants available to conduct training sessions. *Hire additional educational support personnel to support instruction and learning climate. *All staff members, including the school administration, resource teachers, educational support personnel, emergency management team members, ancillary staff members, teachers and specialized service staff members are involved with planning and implementing all school activities. *A multi-step interview process includes a protocol for questioning and classroom demonstration. 			
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. 	<ul style="list-style-type: none"> *School master schedule is based on student needs and school-wide growth. *The school schedule allows for weekly collaboration in grade level teams. *Intervention for struggling students somewhat happens at the initiative of individual teachers during core courses. *Reassess the school schedule to determine if bell times / instructional time meet student learning needs. *Reassess the middle school model for effectiveness and make 			

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve student achievement in science through the implementation of new science curriculum and materials and extended time on task during the school day.	Science scores fall below the district and network average. With specific focus to increase the amount of targeted time spent on Science in all grades through daily intervention blocks. New consumables, materials and science equipment will also be purchased.
2	Improve student achievement in the reading exceeds category through targeted professional development, increasing rigor using Socratic Seminars and the Common Core.	Students are not keeping pace with district averages in reading. Students are "meeting" at a faster rate however, "exceeds" students are less than 5% schoolwide.
3	Increase the use of differentiated instruction using Achieve 3000 and RTI best practices in the benchmark and SPED classrooms.	Schoolwide use of guided reading and centers (primary) which reinforce specific skills related to growth are key to increasing student achievement. The use of targeted programs and proven best practices will help all students to meet goals using these methods.
4	Increase student achievement in Math through the implementation of expanded Mathematics materials and extended time on task during the school day.	Although Math Scores have consistently increased over the last 5 years. Students are not making gains at the expected levels. Need to also increase by 15% the number of students performing at the "exceeds" level
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Improve student achievement in science through the implementation of new science curriculum and materials and extended time on task during the school day.	Science scores fall below the district and network average. With specific focus to increase the amount of targeted time spent on Science in all grades through daily intervention blocks. New consumables, materials and science equipment will also be purchased.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the number of teachers attending CMSI classes and workshops	Instruction	All	Teachers/ Principal/ Ilt	Quarter 1	On-going		
Update all consumable materials related to best practice instruction in Science. Update all manipulatives and Science hardware.	Equipment/ Technology	All	Principal/AP/Tchr	Summer 2012	Quarter 3		
Create after school program Science program to focus on targeted skills related to high performance in science.	After School/ Extended Day	All	Principal/AP/Tchr	Quarter 1	On-going		
Create Saturday Program to continue to target specific skills focuses to increase student achievement in Science.	After School/ Extended Day	All	Principal/AP/Tchr	Quarter 1	Quarter 3		
Increase by 50% the number of teachers attending PD in the core subject of Science.	Instruction	All	Principal	Quarter 1	On-going		
Conduct an audit of Science instructional materials and purchase materials including manipulatives to support instruction.	Instructional Materials	All	Principal/Science Teacher/AP	Summer 2012	Quarter 2		
Continue to partner with various entities to support Nash School Science initiatives. Dyson Foundation , Museum of Science and Industry, Robotics International	Instruction	All	Science Teacher/ILT Team	Quarter 1	On-going		



Strategic Priority 1

Quarterly PM sessions focused around this core subject area.	Instruction	All	ILT/Data Team /Principal	Quarter 1	On-going		
Continue to use the Socratic Method for the advancement of literacy schoolwide. Begin this initiative in grades K-2	Instruction	All	Principal/Data Team/Teachers	Summer 2012	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Improve student achievement in the reading exceeds category through targeted professional development, increasing rigor using Socratic Seminars and the Common Core.	Students are not keeping pace with district averages in reading. Students are "meeting" at a faster rate however, "exceeds" students are less than 5% schoolwide.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase supplemental instructional materials to support current reading curriculum	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Provide for targeted intervention specialist to focus on "Bubble" students as identified by the NWEA assessment.	Instruction	All	Principal/Teachers	Quarter 1	On-going		
Utilize data to determine needed Professional development activities for teacher on specific skills focus.	Instruction	All	ILT Team/Principal Teachers	Quarter 1	On-going		
Use best practice techniques from Socratic Method instructional method to increase student achievement levels of students who are below level.	Instruction	All	Teachers/ILT /Principal	Quarter 1	On-going		
Create Saturday Program specifically targeting skills needed to help increase student achievement in reading.	After School/ Extended Day	All	Teachers/ILT /Principal	Quarter 1	Quarter 3		
Create after school program to provide students with specific instructional skills needed to increase students achievement in reading and help to increase number of students in "exceeds" category.	After School/ Extended Day	All	Teachers/ILT /Principal	Quarter 1	Quarter 4		



Strategic Priority 2

Purchase Achieve 3000 program for students in 3, 4, 6 and 8th. This includes all SPED students	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Conduct an audit of all current literacy instructional materials and purchase materials to support transition to CCSS for students in grades 2-8.	Instructional Materials	All	Principal/ILT Team AP	Quarter 1	Quarter 2		
Monitor lesson plans weekly to check for alignment between activities and CCSS.	Instruction	All	Principal/AP	Quarter 1	On-going		
Quarterly PM sessions around this core initiative	Instruction	All	Principal/AP/ILT	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase the use of differentiated instruction using Achieve 3000 and RTI best practices in the benchmark and SPED classrooms.	Schoolwide use of guided reading and centers (primary) which reinforce specific skills related to growth are key to increasing student achievement. The use of targeted programs and proven best practices will help all students to meet goals using these methods.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Tailored professional development in RTI, common Core and best Practice instructional methods for differentiated instruction.	Instruction	All	Principal/ILT	Summer 2012	On-going		
Continue specific targeted professional development in Achieve 3000 and related activities to increase the use of classroom guided reading practices.	Instruction	All	ILT/Principal	Quarter 1	On-going		
Increase the use of technology in the classroom to provide teachers with varied instructional techniques to increase best practices in instruction around differentiation of activities.	Instruction	All	ILT/Principal	Quarter 1	On-going		
Purchase Achieve 3000 for students in grades 3, 4, 6, and 8. This includes all SPED students	Instruction	All	Principal	Summer 2012	Quarter 1		
50% of teachers will attend Professional development in the areas of RTI and SPED instruction. This includes Gen Ed teachers.	Instruction	All	Principal /ILT Team/ teachers	Quarter 1	Quarter 1		
Quarterly PM sessions around targeted proficiency goals related to RTI and Achieve 3000.	Instruction	All	Principal/ILT DATA team	Quarter 1	On-going		



Strategic Priority 3

50% of teachers will attend PD around the topic of rigor and differentiated instruction. This will include outside district workshops.	Instruction	All	Principal/Teachers	Quarter 1	On-going		

Strategic Priority 4

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

Strategic Priority Description	Rationale
Increase student achievement in Math through the implementation of expanded Mathematics materials and extended time on task during the school day.	Although Math Scores have consistently increased over the last 5 years. Students are not making gains at the expected levels. Need to also increase by 15% the number of students performing at the "exceeds" level

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Redirect PD to include Mathematics CCSS Bridge training	Instruction		Principal/ILT team	Quarter 1	On-going		
Increase the number of teachers certified to teach Algebra.	Instruction	All	Teachers	Quarter 1	On-going		
Conduct PM sessions focused around this core subject area.	Instruction	All	Principal/ILT team	Quarter 1	Quarter 4		
Monitor to ensure that BOY, MOY and EOY math goals are posted in every classroom.	Instruction	All	Principal/AP	Quarter 1	On-going		
Conduct quarterly Schoolwide PD's on NWEA Mathematics assessment data	ILT/ Teacher Teams	All	ILT Team/Principal	Quarter 1	Quarter 4		
Continue to support Mathematics Extended Response as a weekly practice.	Instruction	All	ILT Team/Principal	Quarter 1	Quarter 4		
Provide PD around Mathematics ER schoolwide.	Instruction	All	ILT Team/Principal	Quarter 1	Quarter 4		
Conduct a Saturday School Program focused around this core subject area.	After School/ Extended Day	All	Principal/AP	On-going	Quarter 3		



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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