



2012-2014 Continuous Improvement Work Plan

Mark Twain Elementary School

Midway Elementary Network

5134 S Lotus Ave Chicago, IL 60638

ISBE ID: 150162990252490

School ID: 610206

Oracle ID: 25661



Mission Statement

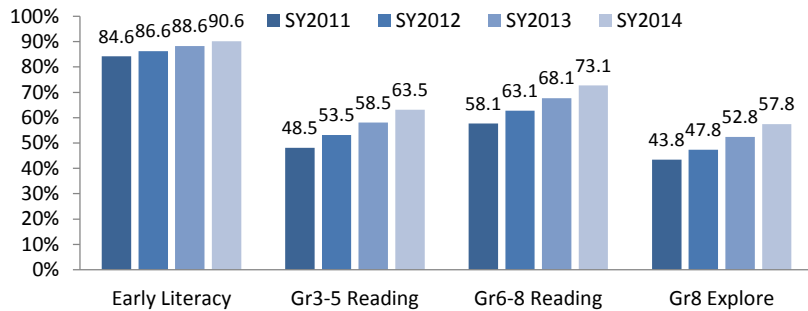
The Mark Twain School community is committed to providing all students with rigorous, standards-based instruction in a safe and stimulating environment that encourages participation, supports achievement, promotes self-discipline and prepares them for college and career success.

Strategic Priorities

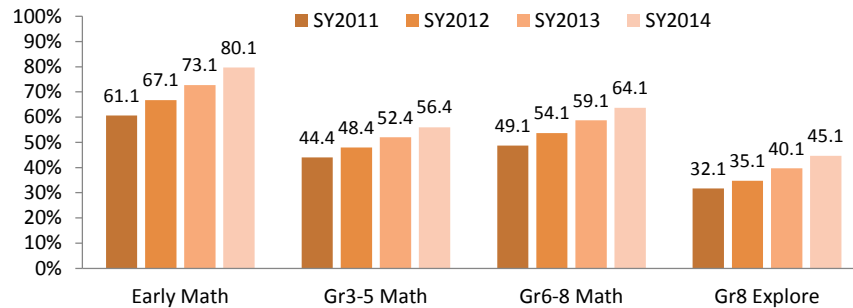
1. The percentage of students meeting or exceeding standards in reading will increase by 10%
2. The percentage of students with disabilities not meeting standards in reading will decrease by 10%
3. Increase the level of engagement of the LSC and other parent and community groups in the learning environment and relevant school planning

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:	Mark Twain 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
Sandra James	Principal
Laura Paull	Assistant Principal
Nancy Sorich	Lead/ Resource Teacher
Colleen Reynolds	Counselor/Case Manager
Alina Wysocki	Classroom Teacher
Kristen Cahill	Lead/ Resource Teacher
Demetrius Williams	Classroom Teacher
Ann Lyons	Special Education Faculty
Martha Toro	LSC Member
Elizabeth Lopez	Lead/ Resource 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	84.6	86.6	88.6	90.6		Early Math % of students at Benchmark on mClass	61.1	67.1	73.1	80.1
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.5	53.5	58.5	63.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.4	48.4	52.4	56.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.2	58.5	63.5	68.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.3	69.3	75.3	81.3
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.1	63.1	68.1	73.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	49.1	54.1	59.1	64.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.8	60.8	65.8	70.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.2	68.2	74.2	80.2
8th Grade										
Explore - Reading % of students at college readiness benchmark	43.8	47.8	52.8	57.8		Explore - Math % of students at college readiness benchmark	32.1	35.1	40.1	45.1



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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	96.3	96.4	96.5	96.6					
Misconducts Rate of Misconducts (any) per 100	5.3	5.2	5.1	5.0					

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	82.7	85.7	90.9	92.5		ISAT - Reading % of students exceeding state standards	19.8	21.8	23.8	25.8
ISAT - Mathematics % of students meeting or exceeding state standards	91.7	92.7	93.7	94.7		ISAT - Mathematics % of students exceeding state standards	32.3	34.3	36.3	38.3
ISAT - Science % of students meeting or exceeding state standards	82.0	83.0	84.0	85.0		ISAT - Science % of students exceeding state standards	20.5	22.5	24.5	26.5

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>*While our school has established clear, measureable goals for student achievement as outlined in our current SIPAAA, we need to modify those goals to include strategies and activities related to college and career readiness. SY2011 School Progress Report - Overall Performance - Level 1</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>*Leadership Team has established a collaborative learning environment where ideas are valued and shared, goals and expectations are clearly communicated and each staff member is encouraged to contribute. My Voice, My School Survey 84% Score – Effective leadership</p> <p>*We have an established system in place to share information with families and encourage their involvement as we work as partners to ensure all students are learning My Voice, My School Survey 76% Score – Involved Families</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>*School has 25 activity committees, 9 grade level committees, 2 union representatives, and an active Instructional Leadership Team which all contribute to the overall effectiveness of our school. Meeting minutes and other communication from committees are available in a binder in the main office for review. We are encouraging more teachers work towards a greater role in school leadership</p> <p>My Voice, My School Survey - 71% Score - Collaborative Teachers</p>	

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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 	<p>Our Instructional Leadership Team is newly formed and still establishing parameters for sharing and obtaining information from teachers. They have attended all Network meetings, clearly reported information back to teachers and staff and facilitated whole staff PD and presentation. This committee will continue to take the lead in helping teachers deepen their understanding of the Common Core State Standards and Performance Assessments as we prepare for the new school year.</p>	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>*Data for standardized assessments is reviewed and analyzed by teachers and school leaders as it is received and this information is used to determine areas of support. Teachers use this data and information from classroom assessments to determine student learning groups and to monitor student progress. We are developing strategies for monitoring and charting student progress OSS Snapshot Recommendations - May 2012</p>	

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	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. 	<p>*This area is still being developed as we continue to work as a team to unpack the Common Core State Standards and determine what supplemental materials are necessary to support full implementation. Teachers currently do Quarterly Mapping, develop common lesson plans as a grade level, and collaborate with our librarians and LLTs to support instruction.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Current instructional material support a general curriculum with teachers making modifications as necessary to differentiate instruction for ELLs, students with special needs and RtI. We have allocated funds to support the purchase of additional supplemental material aligned to the CCSS.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>*The assessments that we currently use, DIBELS, MAP have helped us look at individual student growth but so far they have not been as useful for students with special needs or our ELLs. We are continuing to look at ways to ensure that this population is able to appropriately demonstrate their progress</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>*Most teachers use a combination of low/high level questioning techniques to promote critical thinking and student understanding. However, according to our OSS snapshot - May 2012 more evidence of scaffolding instruction, communicating objectives prior to the lessons, and progress monitoring is needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>*We have supports in place that address the needs of most students; direct, small group instruction from our LLTs, after school programs for students who need more time to learn required skills, before school tutoring, peer tutoring during school, study buddies and push in and pull out support from bilingual department. Our RtI program is developing as well but we still need a more systematic approach to identifying particular skill gaps for students not making expected progress.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Our professional development plan is aligned to school-wide goals and priorities and activities are listed in CPS University as required.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>*Teachers have many opportunities to engage in conversations about student work and achievement. Grade levels have common prep time and teachers and our support team, Rtl committee or bilingual/Special Ed teachers collaborate regularly. Opportunities are also available to consult with teachers a grade level below or a grade level above.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>*Formal support for new teachers comes partially from district sponsored program, partially from support from school administration and partially from grade level team. Teachers are provided with an in-school coach as funding allows. Peer observation and cross classroom visitation is encouraged.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Every staff members clearly supports the school expectation for all students to aspire to college and career-ready standards by clearly articulating this expectation to their students and creating a learning environment filled with positive messages and displays of student achievements.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Students with special needs are included in all school-wide activities and participate in general education curriculum as much as is determined to be appropriate for their success. There is school-wide respect and sensitivity to cultural differences among our student population as evidence by the many celebrations held throughout the school year, documented on our school calendar and highlighted at our end of the year Multicultural Fair.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Most minor discipline and rule violations are handled by the teacher according to routines and regulations established by the class at the beginning of the school year. The uniform discipline code is reference for chronic or more serious acts of mishavior. Our Behavior RtI committee is currently working on a more consistent plan for behavior infractions in school common areas like the lunchroom and playground. In general the school is viewed as safe, organized and well controlled. My Voice, My School Survey, 67% Score School Safety</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Families are provided with many opportunities to receive information, LSC, BAC and PAC meetings, Parents Meetings for students in primary and benchmark grades, and our annual School Open House. Interpreters are provided for all meetings to ensure parents are able to understand all of the information presented.	
	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. 	Teachers are available for parent conferences before/after the school day and during preps by appointment. Our primary LLT supports teachers in their efforts to help parents understand grade level expectations and how families can support learning at home by hosting several parent workshops throughout the school year. Our homework assignment books double as a tool of communicate between parent and teacher. My Voice, My School Survey 60%	
Bonding ----->			4	
	<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. 	Parents report feeling welcome when they come to school and very satisfied with the general climate and atmosphere. My Voice, My School Survey 60% score Parent Perception Environment	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Our school counselor/case manager works with all families to ensure students receive the services they need to be successful in school. She works collaboratively with support staff to complete reports timely and schedule needed services. OSS snapshot - May 2012 - 100 % of cases are in compliance</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>While teachers do incorporate career awareness and college bound requirements to students in general conversations and instruction, we do need to provide more direct experiences and establish goals for meeting this standard in grades K-8.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>While teachers do incorporate career awareness and college bound requirements to students in general conversations and instruction, we do need to provide more direct experiences and establish goals for meeting this standard in grades K-8.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Students are offered a variety of extracurricular opportunities (i.e. Student Council, Book Clubs, Cinema Club, Manga Club, Volleyball Team, Basketball Team, Chess Club, Spanish Club)</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
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. 	8th grade students take the Explore test which has a college and career component.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Parents of new Kindergarten students are given a packet of information at a workshop to help prepare their little one for school in the fall. 8th grade students participate in the High School Investigation Day which is organized specifically to ease the transition from grade school to high school. Students are also encouraged to participate in Freshman Connection, another tool to prepare students for the start of high school.	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>School resources are aligned to stated goals and spent timely and according to established guidelines and procedures</p> <p>Internal Accounts Audit - April 2011</p> <p>Passed</p>		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Grade level teams have been involved in the hiring process when time and the situation have permitted.</p> <p>We maintain our own pool of substitute teachers which ensure adequate classroom coverage on a daily basis but also allows us to get to know potential candidates to determine if someone might be a good fit for our school.</p>			
Use of Time ----->				3	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>School schedule is designed to provide common prep times for grade level teams and beginning with the 2012-2013 school year dedicated time for academic intervention is included for all grade levels</p>			

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

The Mark Twain School community is committed to providing all students with rigorous, standards-based instruction in a safe and stimulating environment that encourages participation, supports achievement, promotes self-discipline and prepares them for college and career success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	The percentage of students meeting or exceeding standards in reading will increase by 10%	School did not make AYP for this target population
2	The percentage of students with disabilities not meeting standards in reading will decrease by 10%	School did not make AYP for this target population
3	Increase the level of engagement of the LSC and other parent and community groups in the learning environment and relevant school planning	Low attendance at parent meetings
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
The percentage of students meeting or exceeding standards in reading will increase by 10%	School did not make AYP for this target population

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the amount of instructional time dedicated to literacy in each classroom	Instruction	All	Teachers	Summer 2012			
Establish a scheduled intervention period to provide additional support and differentiated learning opportunities for all students	Other	All	Teachers	Summer 2012			
Purchase supplemental resource materials that will support literacy instruction and its alignment with the Common Core Standards	Instructional Materials	All	Teachers	Summer 2012			
Use additional staff to provide targeted support to grade level students during a daily intervention period	Other	All	Rtl Committee	Quarter 1			
Provide targeted professional development focused on literacy to support CCSS initiative and enhance achievement in reading	Professional Development	All	ILT/Teacher Teams	Summer 2012			
Provide after school programs for middle and upper grade students focused on building reading skills and providing instructional support for homework	After School/ Extended Day	Other student group	Teachers	Quarter 1			
Provide an on-line self-paced reading support program that assists struggling students in improving their reading skills	Other	All	Lead/Resource Teachers	Quarter 1			



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
The percentage of students with disabilities not meeting standards in reading will decrease by 10%	School did not make AYP for this target population

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Case Manager and special educators will work with general education teachers on the implementation of a universal progress monitoring system.	Other	Students With Disabilities	Special Education Team	Summer 2012			
Continue grade level articulation meetings to address what needs to be worked on in regards to SWDs	Other	Students With Disabilities	Special Education Team	On-going			
Continue to include SWDs in all appropriate aspects of general education program	Instruction	Students With Disabilities	Teachers	On-going			
Data will be analyzed on a monthly basis and adjustments made to instructional plans as needed	Instruction	Students With Disabilities	Teachers	On-going			
Instructional materials will be updated focused on differentiated instruction to meet the needs of SWDs.	Instructional Materials	Students With Disabilities	Teachers	Summer 2012			
Provide extended learning opportunities for SWDs as needed to meet stated goals	After School/ Extended Day	Students With Disabilities	Teachers	Quarter 1			
Staff will take advantage of professional development opportunities offered on RtI and Progress Monitoring, utilizing what they learn to implement within the school	ILT/ Teacher Teams	Students With Disabilities	Teachers	Summer 2012			
When developing goals for SWDs, data that highlights strengths and weaknesses will be utilized to better determine areas of focus	Instruction	Students With Disabilities	Teachers	Quarter 1			



Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase the level of engagement of the LSC and other parent and community groups in the learning environment and relevant school planning	Low attendance at parent meetings

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Survey parents during open house to determine best times for meetings	LSC/ PAC/ PTA	All	Administration	Quarter 1			
Ensure interpreters are available for parents who do not speak English to ensure they fully benefit from participation	LSC/ PAC/ PTA	All	Administration	On-going			
Post notice of meetings in areas of the school most visible to parents	LSC/ PAC/ PTA	All	Administration	On-going			
Include schedule of meetings in parent handbook	LSC/ PAC/ PTA	All	School Clerk	Quarter 1			
Include schedule of meetings on school website	LSC/ PAC/ PTA	All	School Clerk	On-going			
Print notice of meetings in monthly newsletter	LSC/ PAC/ PTA	All	School Clerk	On-going			
Survey parents at initial meeting of each group to determine interest in speakers or meeting topics to ensure information is relevant	LSC/ PAC/ PTA	All	Administration	Quarter 1			
Ask each parent present at initial meeting to bring a friend or neighbor (who has a child in the school) along the next time	LSC/ PAC/ PTA	All	Administration	Quarter 1			
Send reminders to parents a day or two before each meeting	LSC/ PAC/ PTA	All	School Clerk	On-going			
Provide incentives to students whose parents attend meetings (like no uniform pass)	LSC/ PAC/ PTA	All	Administration	On-going			
Provide handouts or instructional aids to encourage parents to support learning at home	Instructional Materials	All	Lead Literacy Teacher	On-going			



Strategic Priority 3

