Brighton Park Elementary School

Pershing Elementary Network

3825 S Washtenaw Ave Chicago, IL 60632

ISBE ID: 150162990252870

School ID: 610317

Oracle ID: 26451

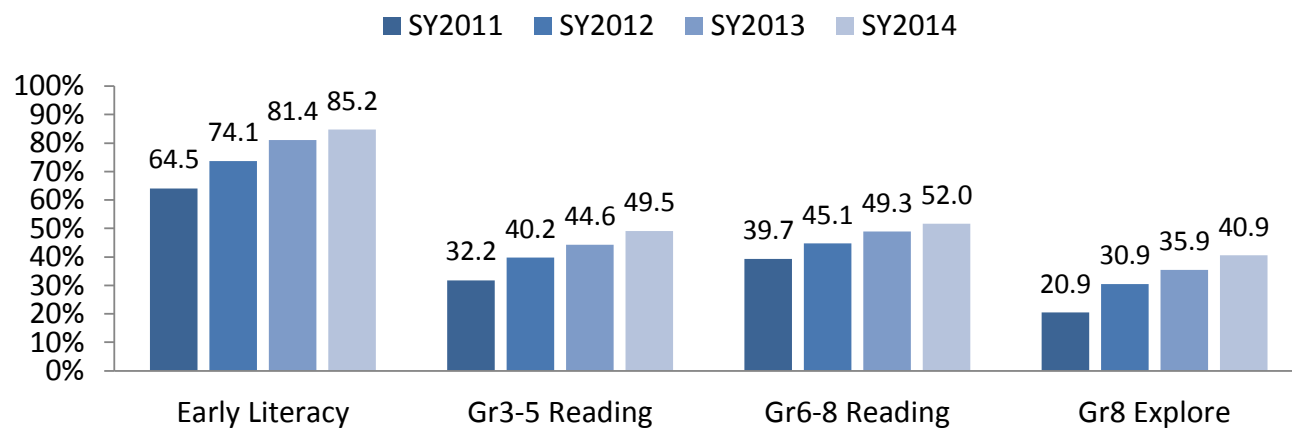CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Brighton Park's mission is to provide a rigorous academic program that prepares all students for college and a successful career including those with special needs. Students will be provided with skills necessary to achieve individual academic growth and contribute to their community and society. The learning community will participate in data-driven decision making and professional development across the curriculum. The staff will share leadership, promote lifelong learning, and engage students in differentiated instruction, technology, and global awareness.
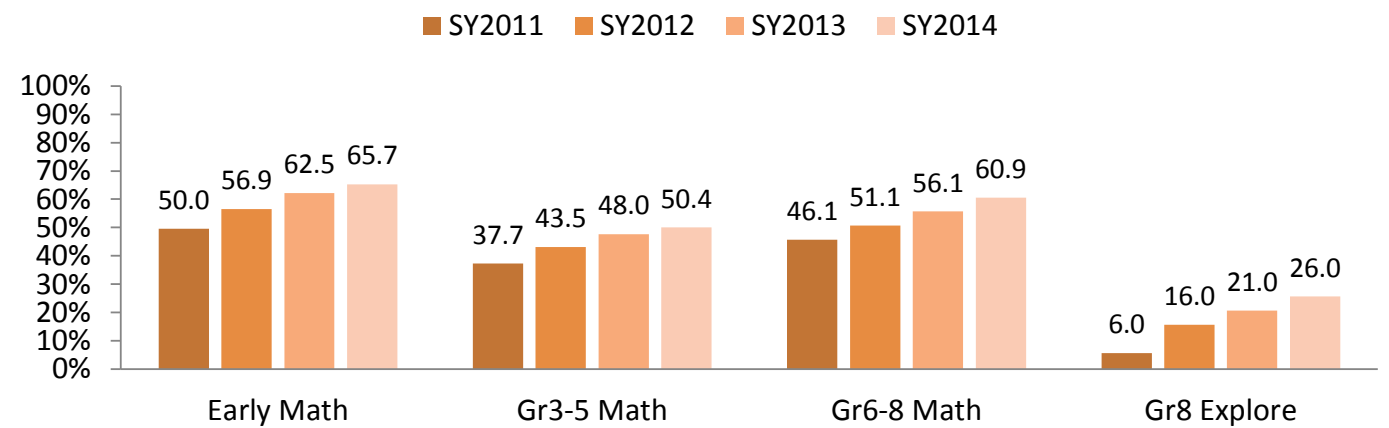
Strategic Priorities

1. Increase the rigor of our Reading program by making sure objectives, activities, and assessments address knowledge on higher levels of the Bloom's Taxonomy and are in alignment of Common Core State Standards.

2. Provide writing instruction to students on all grade levels that corresponds to the College and Career Readiness Anchor Standards, with emphasis on mastery of writing skills and application.

3. Improve math achievement through the delivery of Common Core aligned mathematics instructions, supported by high quality materials.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	64.5	74.1	81.4	85.2
Gr3-5 Reading	32.2	40.2	44.6	49.5
Gr6-8 Reading	39.7	45.1	49.3	52.0
Gr8 Explore	20.9	30.9	35.9	40.9

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	50.0	56.9	62.5	65.7
Gr3-5 Math	37.7	43.5	48.0	50.4
Gr6-8 Math	46.1	51.1	56.1	60.9
Gr8 Explore	6.0	16.0	21.0	26.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Brighton Park Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Glenda Johnson	Principal
Dr. Erma Smith	Assistant Principal
Carmen Basile	Assistant Principal
Leark Haney	Classroom Teacher
Vicki Lewis	Classroom Teacher
Robert Snarski	Classroom Teacher
Joyce Johnson	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Brighton Park Elementary School

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	64.5	74.1	81.4	85.2	**Early Math** % of students at Benchmark on mClass	50.0	56.9	62.5	65.7

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.2	40.2	44.6	49.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.7	43.5	48.0	50.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	60.0	66.2	71.2	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.8	68.0	76.3	81.5

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.7	45.1	49.3	52.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	46.1	51.1	56.1	60.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.9	63.2	71.6	75.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	64.7	74.7	81.8	86.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	20.9	30.9	35.9	40.9	**Explore - Math** % of students at college readiness benchmark	6.0	16.0	21.0	26.0

2012-2014 Continuous Improvement Work Plan

Brighton Park Elementary School

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	97.5	98.0	98.5	**Misconducts** Rate of Misconducts (any) per 100	2.6	2.3	2.0	1.7

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	67.1	70.1	73.1	76.1	**ISAT - Reading** % of students exceeding state standards	11.4	16.4	21.4	26.4
ISAT - Mathematics % of students meeting or exceeding state standards	82.3	85.3	88.3	91.3	**ISAT - Mathematics** % of students exceeding state standards	18.6	23.6	28.6	33.6
ISAT - Science % of students meeting or exceeding state standards	79.6	82.6	85.6	88.6	**ISAT - Science** % of students exceeding state standards	14.6	19.6	24.6	29.6

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**4**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Our goals and and action strategies include monitoring attendance plans, Common Core Standards, DIBELS, NWEA, Headsprout, ST Math, Explore, Ongoing PD's, Curriculum Maps, Grade Level Data Driven Lesson Planning and Collaboration, Student Groupings, and RTI progress monitoring.	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Principal established College-Career Connections Literacy Night, and Data Night. The Principal provides, supports, & encourages PD's, PD's on new initiatives, NWEA Teacher Analysis & Projections, Gear Up, Leadership Team, Bilingual Advisory Council, NCLB, Afterschool programs, ESL Classes for parents, ongoing teacher collaboration, and Formal and Informal Staff Observations.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		--->	**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Bilingual & Special Educations teachers collaborate with grade level teaching peers, Grade Levels evaluate data in making quarterly maps, Teachers conduct workshops (PD's), and the Faculty joins Committees. Grade level teams coordinate with each other to identify needs across curriculums. All faculty has input. There is a need for a teacher mentor, RtI coach, and a grant writer.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Professional development is lead by the ILT, which has teacher representatives from each department, We have identified the following needs: More reporting by ILT to faculty; Regularly scheduled meetings Ongoing Discussions The District needs to elaborate on ILT roles and responsibilities.	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data analysis a large part of professional development. We have Saturday data analysis sessions in addition to analysis being a routine part of grade level and departmental meetings, We track progress through the NWEA Data Board, CIM, Dibels and Headsprout PD's and progress monitoring. Teacher analysis and compilation of NWEA data is led by the Assistant Principal.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**4**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Saturdays for quarterly curriculum mapping Grouping and collaboration are determined between all teachers. Curriculum is data-driven: NWEA results are used to determine student groupings and instructional priorities. Grade level , Bilingual and Special Education teachers collaborate on Lesson Plans using the Common Core Standards (Early Adopter participation). Classroom libraries are Lexiled and RtI is implemented.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Common Core workbooks, individualized Portfolios and assessments, and Centers activities. Classroom libraries need to be enhanced in the classrooms. Supplementary materials are needed in all classrooms to support all subject areas, bilingual students, and students with disabilities.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		4
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Grade level lesson plans, CCSS unit plans, and curriculum maps ensure alignment with the standards. Each grade level uses ST Math, Headsprout, NWEA, Dibels, ACCESS and Common Core Testing, as appropriate. Progress monitoring is accomplished using NWEA growth charts, Dibels monitoring and EasyCBM for RtI students. WIDA data, IEPs, and RtI folders are used to ensure students are appropriately assessed.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Student samples include the learning standard on bulletin board displays. Portfolios, lesson assessments and progress charts also reflect the Standards. Students understand why there are groupings and their respective placements. Students understand that they are responsible for monitoring their own progress. HOTS, rubrics, differentiated instruction, lesson plans and Curriculum Maps incorporate the Standards. Varied lessons and strategies ensure opportunities for student success.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		3
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Diagnostic assessments include running records, Easycbm.com, Starfall, Headsprout, ST Math, NWEA, Formative and Summative tests. Interventions for struggling students include RTI, PBIS, before and afterschool tutoring, SES, Academic clubs, and After School All Stars (ASAS). More time is needed for teacher teams, ILT, and individual teachers to closely monitor interventions. An RTI Coach would be of great assistance to give additional support.	
Whole staff professional development	-->		4
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Our school's professional development sessions are listed on CPS University for CPDUs. Professional development opportunities are available throughout the year. Professional Development topics are aligned with school-wide and State goals and Standards.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers participate in weekly departmental and grade level meetings, Opportunities for professional development sessions is made available on a regular basis. Teachers focus on Tier 2 and 3 strategies and progress monitoring and consult regularly with specialists. We have identified the following needs: Dibels team leader needed Headsprout team leader needed ST Math team leader needed These leaders will help establish team ownership rather than individual ownership of the process.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Veteran teacher mentoring and Golden Teacher Programs are implemented. There is a welcoming environment for new teachers We need a formal peer coaching program established.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**3**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The Common Core Standards are emphasized, technology opportunites are available, a Student Council for grades 5 through 8 is active, Afterschool All Stars, field trips, Gear Up, and SES all support college and career-ready standards. More school-wide activities are needed to promote college awareness.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	ASAS allows students to interact with teachers on a more informal basis and to enhance skill sets outside normal school hours. The Gear-up program, PBIS Gotcha tickets and Golden Table awards, inclusion of all students in all activities, and Bilingual classrooms and pullout Bilingual support all offer appropriate models. According to The Chicago Consortium Survey of 2011, parents and teachers had low response to the survey, but students rated the school as average.	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school has instituted PBIS, Gotcha tickets, and Golden Table awards to acknowledge appropriate behaviors. School-wide expectations for behavior are posted throughout the school and announced daily (Be Responsible, Be Respectful and Be Safe). All staff participates in establishing a safe and welcoming school environment. According to The Chicago Consortium Survey of 2011, students trusts the adults in the school and the community	

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DIMENSION 5: Family and Community Engagement	**Expectations** -->			**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	The Principal initiated Literacy Night, Test Prep Night, Open House, Multicultural Night, Report Card Pick Up, take home letters and fliers, Community fliers and information, Open LSC Meetings, school-specific calendars, and the school newletter. All information is provided in both English and Spanish. We need to find more ways to encourage more families to attend school functions	
	Ongoing communication -->			**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers work closely with parents regarding Progress reports, remediation planning, open house, student agendas, report card pick-up, home phone calls, and family conferences. Information is also disseminated via the school newletter.	
	Bonding -->			**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school sponsors a Science Fair, Multicultural day, K Kids, end of the year picnic, Kindergarten and 8th grade graduations, Bilingual parent groups, ESL classes, Parent Volunteers, Winter Assembly, and welcome signs are posted. More activities need to involve the community like talent shows, assemblies, student work and project exhibits.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The staff provides access to vision and hearing screenings, Bilingual support, school social worker, teacher referrals, and collaboration with outside agencies. Special Education students are priorioritized to receive aide assistance.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The School Counselor/Assistant Principal is instrumental in procuring programs like Gear Up, college visits for 7th and 8th grades, and the Kelly High School Algebra Club.	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school provides Explore Tests, Gear Up, Kelly Algebra Club as ways to assist students in transitioning to high school. There are limited information and opportunities for elementary schools to access. We would like to engage more parental in the process.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Enrichments opportunities include ASAS, Kelly Algebra Club, A.R.T., and SES.	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school provides Explore, CCSS Assessments, Selective Enrollment, H.S. Fairs, Gear Up, and access to Kelly High School Counselors. We need more exposure to college fairs.	
	College & Career Admissions and Affordability	--->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Counseling as well as Gear Up is available.	
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	For transitioning between grade levels, students are provided with a student supply list (end of year), Summer Reading List, Kelly Algebra Club, Gear Up, and Freshman Connection. Teachers are provided with an analysis of data for incoming class	

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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
	Use of Discretionary Resources	-->		3
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary spending priorities include classroom libraries, consumables, supplies, games, leveled readers, ST Math, Headsprout, SmartBoards, IPADs, and paraprofessionals. More support materials are needed at all grade levels	
	Building a Team	-->		3
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The Principal solicits staff input on hiring decisions. Teachers are invited to participate in interviews. Teacher candidates undergo a rigorous interview process.	
	Use of Time	-->		3
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The upper grades have strict subject area schedule; other grades have instructional minutes posted. Teachers revise schedules based on progress monitoring, collaborative meetings, and RTI folders. Prep periods are scheduled by the Assistant Principal.	

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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

Brighton Park's mission is to provide a rigorous academic program that prepares all students for college and a successful career including those with special needs. Students will be provided with skills necessary to achieve individual academic growth and contribute to their community and society. The learning community will participate in data-driven decision making and professional development across the curriculum. The staff will share leadership, promote lifelong learning, and engage students in differentiated instruction, technology, and global awareness.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase the rigor of our Reading program by making sure objectives, activities, and assessments address knowledge on higher levels of the Bloom's Taxonomy and are in alignment of Common Core State Standards.	Reading academic achievement needs improvement. Only 64.5% of Pre-K - 2nd grade students are at benchmark on Dibels and IDEL; 32.2% of 3rd - 5th grade students are at or above grade level on NWEA; 39.7% of 6th - 8th grade students are at or above grade level on NWEA and only 20.9% are at the college readiness benchmark. 67.1% of all grades are at meets or exceeds on ISAT.
2	Provide writing instruction to students on all grade levels that corresponds to the College and Career Readiness Anchor Standards, with emphasis on mastery of writing skills and application.	Writing skills need improvement in all grade levels. 82.3% were at meets or exceeds at 3rd grade; 64.9% were at meets or exceeds at 5th grade; 71.4% were at meets or exceeds at 6th grade.
3	Improve math achievement through the delivery of Common Core aligned mathematics instructions, supported by high quality materials.	Mathematics academic achievement needs improvement. Only 50.0% of Pre-K - 2nd grade students are at benchmark on mClassL; 37.7% of 3rd - 5th grade students are at or above grade level on NWEA; 46.1% of 6th - 8th grade students are at or above grade level on NWEA and only 6.0% are at the college readiness benchmark. 82.3.% of all grades are at meets or exceeds on ISAT.
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
Increase the rigor of our Reading program by making sure objectives, activities, and assessments address knowledge on higher levels of the Bloom's Taxonomy and are in alignment of Common Core State Standards.	Reading academic achievement needs improvement. Only 64.5% of Pre-K - 2nd grade students are at benchmark on Dibels and IDEL; 32.2% of 3rd - 5th grade students are at or above grade level on NWEA; 39.7% of 6th - 8th grade students are at or above grade level on NWEA and only 20.9% are at the college readiness benchmark. 67.1% of all grades are at meets or exceeds on ISAT.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
To ensure that all teachers are fully implementing the Common Core State Standards to plan for Direct instruction in reading. Guided reading groups will be pulled daily for levels K-5.	Instruction	All	Principal and Assistant Principals	On-going	On-going		
To ensure that teachers use research-based strategies in instruction, by monitoring curriculum maps and observations.	Instruction	All	Principal and Assistant Principals	Quarter 1	Quarter 4		
To identify and monitor the progress of at-risk and below level students who are enrolled in afterschool programs.	After School/ Extended Day	All	Teachers	Quarter 1	Quarter 4		
To increase parent involvement in their child's education through participation in Family Literacy Night & quartely Parent Workshops.	Parental Involvement	All	Literacy Night Coordinator & NCLB Liason	Quarter 1	Quarter 3		
To implement an at-home reading program whereas parents will monitor the number of books read by their childen monthly.	Parental Involvement	All	Assistant Principal, Coordinator, and Teachers	Quarter 1	Quarter 4		
To ensure that all teachers attend professional development that focuses on Common Core State Standards implementation.	Professional Development	Not Applicable	Principal and Assistant Principals	On-going	On-going		
To assist with the transition, coaching, and mentoring of the new principal with the implementation of the milestones until appointed principal is ready to take over without additional assistance.	Other	Not Applicable	Retired Administrator	Summer 2012	Quarter 2		

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
Provide writing instruction to students on all grade levels that corresponds to the College and Career Readiness Anchor Standards, with emphasis on mastery of writing skills and application.	Writing skills need improvement in all grade levels. 82.3% were at meets or exceeds at 3rd grade; 64.9% were at meets or exceeds at 5th grade; 71.4% were at meets or exceeds at 6th grade.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
To ensure that all teachers are trained in the use of the MELCON (Main Idea/Evidence/Link Evidence/Concluding Sentence) writing format as a method of instruction.	Professional Development	All	Principals and Assistant Principals	Quarter 1	Quarter 2		
Implement MELCON in the classroom as a primary strategy in elevating student writing performance on benchmark testing.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Provide quarterly workshops on the effective instruction of various writing formats (e.g., narrative, poetry), along with methods for providing encouraging yet effective feedback to students.	Professional Development	All	Principals and Assistant Principals	Quarter 2	Quarter 4		
Increase student interest and performance in writing through instruction of varied writing formats and encouraging, effective feedback.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Teachers will ensure students are producing writing components daily.	Instruction	All	Teachers	Quarter 1	Quarter 4		

Strategic Priority 2

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
Improve math achievement through the delivery of Common Core aligned mathematics instructions, supported by high quality materials.	Mathematics academic achievement needs improvement. Only 50.0% of Pre-K - 2nd grade students are at benchmark on mClassL; 37.7% of 3rd - 5th grade students are at or above grade level on NWEA; 46.1% of 6th - 8th grade students are at or above grade level on NWEA and only 6.0% are at the college readiness benchmark. 82.3.% of all grades are at meets or exceeds on ISAT.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will attend professional development to utilize instructional strategies that build mathematical thinking, employ rich problems based in real-world or mathematical contexts and enhance mathematiclal and cross-curricular connectons.	Professional Development	Not Applicable	Principal and Assistant Principals	Quarter 1	Quarter 2		
Teachers will include instructional strategies that actively engage students with the mathematics through hands-on/minds-on exloration and communication in their curriculum maps and lesson plans.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Teachers will be trained to integrate ipads, smartboards, Kindle, and Nook in their instruction.	Instruction	All	Principal and Assistant Principals	Quarter 1	Quarter 4		
To identify students who are at risk or performing below grade level by enrolling them in afterschool programs and by frequent progress monitoring of target students who are at tiers 2 and 3 in Response to Intervention program.	Instruction	Other student group	Teachers	Quarter 1	Quarter 4		

Strategic Priority 3

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

Action Plan   Monitoring

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

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