



2012-2014 Continuous Improvement Work Plan

Frazier Prospective IB Magnet ES

Austin-North Lawndale Elementary Network

4027 W Grenshaw St Chicago, IL 60624

ISBE ID: 150162990252945

School ID: 610503

Oracle ID: 29411



Mission Statement

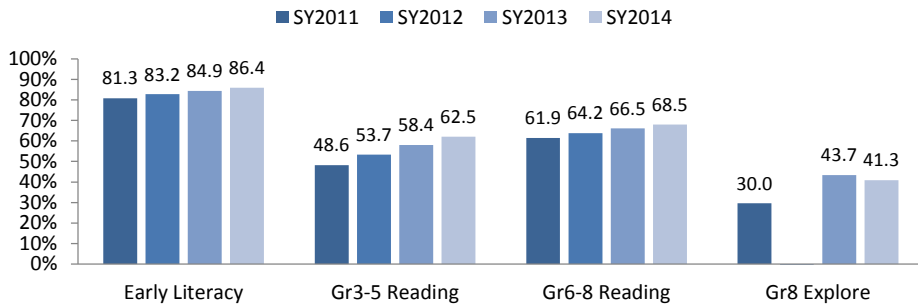
Frazier International Magnet School encourages the development of inquiring, knowledgeable, and caring students. Diverse instructional strategies inspire all students to reach their full potential in academic performance that includes critical thinking in reading, math, science, technology, cultural awareness and character development. Frazier provides support for all students to become responsible citizens who function successfully in a global society.

Strategic Priorities

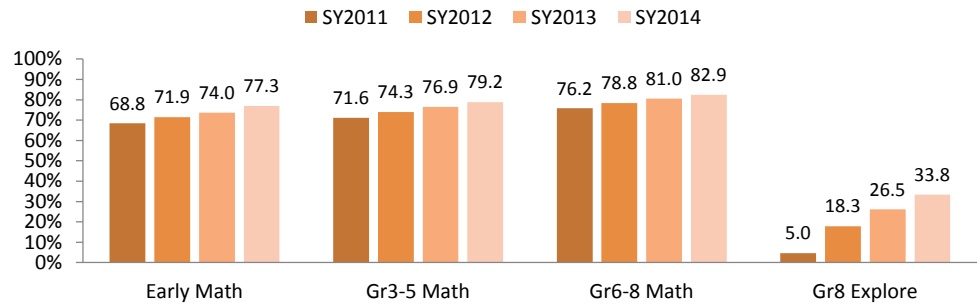
1. Provide targeted intervention to those students at the primary, intermediate, and middle school levels who have been identified as being below proficient on beginning of the year assessments.
2. Teachers will deliver high quality rigorous literacy instruction that is supported by complex texts and thoughtful discussion that encourages critical thinking across all content areas within the framework provided by our PYP and Middle Years IB focus.
3. Teachers will deliver high quality instruction based on Common Core Standards that will require students to analyze passages, evaluate central ideas and arguments and claims as it relates to literature, and demonstrate higher order problem solving ability at is relates to mathematics and science.

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:	Frazier Prospective IB Magnet ES

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
Colette Unger- Teasley	Principal
Joanne Young	Counselor/Case Manager
Kenya Walker	Classroom Teacher
Daniel Weinstein	Classroom Teacher
Julia Wilson	Special Education Faculty
Michelle Reeves-Twine	Literacy Coach



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	81.3	83.2	84.9	86.4		Early Math % of students at Benchmark on mClass	68.8	71.9	74.0	77.3
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.6	53.7	58.4	62.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	71.6	74.3	76.9	79.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.9	67.3	69.6	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	71.6	78.8	81.0	82.9
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	61.9	64.2	66.5	68.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	76.2	78.8	81.0	82.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	82.5	85.3	86.8	88.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	87.3	90.2	91.2	92.1
8th Grade										
Explore - Reading % of students at college readiness benchmark	30.0	37.4	43.7	41.3		Explore - Math % of students at college readiness benchmark	5.0	18.3	26.5	33.8



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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	96.8	97.2	97.6	98.2					
					Misconducts Rate of Misconducts (any) per 100	7.2	6.2	5.8	5.1

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	91.0	93.0	94.0	95.0		ISAT - Reading % of students exceeding state standards	25.4	30.0	33.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.7	98.7	99.1	99.1		ISAT - Mathematics % of students exceeding state standards	37.6	45.3	46.0	50.0
ISAT - Science % of students meeting or exceeding state standards	87.0	91.0	96.0	96.0		ISAT - Science % of students exceeding state standards	8.7	15.1	30.0	35.0

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				4	
	<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>Frazier prides itself on delivering high quality instruction that drills down the strengths and weakness of all of our students. Student data is analyzed on a consistent basis within grade level teams, within one-to-one meetings with the principal, amongst ILT members, and between general education and special education staff members. As a result, we had had great success with our students with IEPs and those without IEPs.</p>			
		Principal Leadership ----->				4
		<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>Over the course of the past five years, Frazier's achievement level has consistently claimed by significant percentage points each year. The school achieved 90/90/90 status in 2010 and maintained this standard of excellence in 2011. The success is due to the intentional attention that has been given to implementing best practices, carefully monitoring the progress of each student, consistently setting high standards.</p>		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>The special education teacher is also the RTI coordinator. The fifth grade teacher is on the ILT team and chair of the full day planning committee. The sixth grade teacher is also the debate coach and is the literature circle resident resource. The seventh grade teacher is the Achieve 3000 champion teacher. The kindergarten teacher is on the leadership team. The fourth grade teacher is the chair of the spelling bee committee. Science teacher is the chair of the Science Fair</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			3
<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 			<p>The principal has assembled an ILT that is representative of the staff as a whole. Meeting every Tuesday to review relevant and timely data, the team is able to create action items that are implemented and have an impact on student achievement. However, based on feedback from those who are not directly involved as an ILT member, we have are in the process of revising our teacher data analysis form to make it more user friendly.</p>
<p>Monitoring and adjusting -----></p> <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. 			4
<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			<p>The leadership team has worked diligently to develop a school culture in which instruction is driven by the data to plan the instructional focus, to form small groups and regroup students as necessary, and to provide targeted intervention.</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>For the past five years the literacy focus has been guided by a weekly focus skill schedule that has been followed by all classes in grades 3-8. This spring we have introduced a weekly literacy schedule that has mapped out a sequence for teaching key Common Core Standards during our daily reading block. Data was used to plan the schedule for unrolling the standards. As we move forward, we implement the district literacy instructional plan as it relates to the CCSS in conjunction with our IB focus.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Using data to determine which students fall in our various learning categories, including those identified as high-high, high-average, average, low-average, or low, we have purchased materials that address the standards, but yet allow students to develop critical thinking skills using materials that are within the range of their specific instructional range. We have started the process of reviewing supplemental materials that will continue to support our various learners, while incorporating 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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Assessment ----->			3
<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>Assessment includes screening, diagnostic, benchmark, formative, and summative assessments. Our weekly reading focus skills assessment are scored. A school-wide data chart is created, and the results are discussed. Likewise, data collected from district assessments are reviewed, discussed, and next steps are planned to address student strengths and weaknesses. Careful attention is given to student IEPs and accommodations and modifications required. In addition, a professional development on service learning projects was held. Our primary and intermediate students completed projects as a way to assess their understanding of the concepts presented. As we move forward, teacher teams will continue to incorporate service learning projects on a quarterly basis.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			4
<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>During blocked instructional time and across content areas and various instructional settings (i.e., after school instruction, Saturday school) students are grouped homogeneously and heterogeneously to make sure all students receive scaffolding that at times addresses their weaknesses, and at other times the needed acceleration that addresses student strengths. In addition, the creation of a school-wide focus skills schedule, the daily practice of posting and reviewing posted standards, and the creation and use of explicit instructional charts, makes students aware of the skills being taught. As we prepare the instructional focus for the next year, careful consideration will continue to be given to our IB philosophy and the results from our end-of-the-year assessment data to plan when certain standards have been taught.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<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>Beginning-of-the-year data is collected using DIBELS, mClass Math, Scantron, Study Island, Achieve 3000, and core benchmark assessments. Based on the data flexible homogenous instructional groups for guided reading and guided math are formed. Support personnel, including teacher aides and retired literacy specialist, are utilized for push-in and pull-out intervention. In addition, students are assessed weekly. Technology is used progress monitor students. Depending on the level of the students, progress monitoring data is collected biweekly or every three weeks. Progress monitoring data is compiled by teachers in classroom data binders. Data is discussed during team meetings.</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>High quality research based professional development takes place. Often, this school based professional development is delivered by experts in the field of Common Core Standards, literature circles, and service learning. Whole staff professional development is developed based on mandated Network initiatives as well as school-wide priorities. This year a series of sessions focused on differentiating instruction. For example, one session featured School Town, a technology based program that supported teachers in differentiating daily homework assignments. As next year's professional development schedule is outlined, continued attention will be given to relevance and devising a way to better monitor how teachers use</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<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>Our teacher team meetings include general education teachers, special education teachers, and resource teachers. A primary, intermediate, and middle school grade level/teacher team meetings are consistently held each week to discuss student progress and to revisit and revise action items as needed. In addition, teacher teams and the IB specialist meet on a weekly basis after school to plan interdisciplinary IB units. Our middle school team meets for an additional period each week to collaborate and plan instruction.</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>As needed, instructional coaches model lessons, pull-out and push-in with small groups, collaborate with new staff members to plan lessons, and offer feedback on instruction. In addition, coaches meet with teachers to review student work and to plan next steps on a biweekly basis. Formal coaching cycles generally occur within a two week period focused on a specific instructional goal. These coaching cycles are followed up with a formal observation by the principal and based on the findings next steps are planned. There are some opportunities for teachers to visit classrooms, however quarterly opportunities for peer coaching between primary and intermediate teachers and intermediate and middle school teachers will be considered.</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>Based on the research which shows that those students who are at "meets" on the Illinois State Achievement Test are likely to perform at a low average range on college entrance exams, the leadership has established a culture in which an emphasis is consistently placed on identifying, targeting, and addressing the needs of our potentially accelerated and advanced learners while holding all students to a high standard. We are in the process of implementing an annual IB student exhibition which will give students an opportunity to share information from a global perspective that he or she sees as personally relevant and meaningful to others. Next year teacher</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>The school has created a culture in which students see all adults (including office clerks, the security staff, and paraprofessional staff) as accessible and they feel free to seek the guidance of the school counselor when needed. Realizing that some students have special circumstances that required more support, an initiative in which each staff member selected two to three students mentor was put into place. Though we do have students who have been identified with disabilities, these students are an integral part of the student body in which student strengths are recognized by staff members and fellow students.</p>	
Behavior & Safety ----->			4	
	<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>Our school-wide discipline plan is implemented with fairness and consistency. There is a common language and common expectations that permeate throughout all classrooms. Our monthly "Shining Stars" program rewards all students in grades K-8 for behavioral excellence. Discipline is viewed as a non-negotiable community norm and therefore monitoring student behavior is a shared responsibility. For those who demonstrate ongoing difficulties, opportunities to speak with a counselor are provided. Discipline logs are maintained and parent conferences with teacher teams and the</p>	

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DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	Through aggressive written and verbal communication and workshops, parents understand the school's expectations. Student progress is closely monitored during team meetings and one-to-one conferences between the principal and individual teachers. Progress reports, report cards, weekly assessments are carefully reviewed and discussed. When necessary teacher teams or individual teachers with meet with the principal and parents to discuss expectation, concerns, and next steps to make every effort to ensure the success of our students.	
	Ongoing communication ----->			4
	<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 communicate with parents takes place on multiple levels: emails, phone calls, weekly newsletters, meetings before and after classes, and through informal conversations during the daily entry or exit periods.	
	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. 	Each semester the school hosts a family international night, family reading and/or math night. Student and professional performances are presented and families and staff members end the evening with a community meal that features dishes that reflect our theme of internationalism. As we move forward with the development of our PYP IB curriculum, parents and the community will also have the opportunity to come together to view student exhibitions.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			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. 	Our student population is comprised of students who live in various neighborhoods throughout the Chicago area. Though home visits is not a school mandate, when necessary staff members will make visits to homes. Due to the fact that there are numerous social services agencies within the North Lawndale neighborhood where we our school is located, with the support of the Steans Foundation	
	College & Career Exploration and election ----->			3
	<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. 	We participate in the Museum of Science Industry's science program in which this year students were introduced to the field of forensic medicine. Annually, we have at least one guest speaker to address students about work ethic and the demands of their respective profession. However, we would like to implement an annual field	
Academic Planning ----->			3	
<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. 	Frazier emphasizes the importance of academic excellence and its impact on higher learning. While our goal is to have 100% of our students to qualify to take the admissions test for the selective enrollment schools, our goal is to make sure that all students matriculate into academic centers at the high school level that offer a high quality college preparatory academic program. As a result, our accelerated and highly motivated students are supported in their efforts to apply to programs such as the Hi-Jump initiative with the Latin School of Chicago and a six-week math and science pre-engineering program based in Florida. To further enhance the		
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. 	Our program of interests includes dance, double dutch, bowling, chess, cheerleading, basketball, track, volleyball, drama, and yearbook. In addition, middle school students have the opportunity to join our competitive debate team.		

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 ----->			4
	<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. 	Based on the poor performance of our 8th graders on the 2010-2011 Explore test, the school has implemented a seven week after school preparatory series on effective test taking strategies. Seven middle school team members combine team teaching and small group instruction to prepare students for the various components of the	
	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 ----->			4
	<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. 	Frazier follows the Track E school calendar. Too minimize loss of learning over the 6 week summer break and to help students transition into the next grade, students receive summer learning packets that allow additional practice for previously taught skills and expose students to assignments that will reflect the level of instruction students will encounter upon the start of the new year. Parents of the incoming kindergartners also receive a packet upon enrolling their child at Frazier as a way to support parents as they prepare their son or daughter for the academic demands of the	

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 ----->			4
	<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>Our school has a long standing relationship with the Steans Foundation. With the support of the Steans Foundation grant, every room is equipped with Promethean Boards, Mac computers, and a solid collection of literature that have an international focus. We have a laptops devoted to Rosetta Stone in our Spanish lab, and video conferencing capabilities. In addition, outside partners have allowed the school establish a partnership with the arts community to expose students to engaging art and music instruction that supports our IB focus.</p>	
	Building a Team ----->			4
	<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>The principal has implemented a very rigorous multistep hiring process, that includes multiple rounds of interviews, a demonstration lesson, and a proven commitment to ongoing learning, and a willingness to work beyond the contracted school day. As a result, a highly qualified and highly motivated staff has been assembled that has demonstrated an ability to move the school forward.</p>	
Use of Time ----->			4	
	<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>Intervention is intentional and purposeful. As a result, intervention is structured and much attention is given to drilling down to student weaknesses. In large part, this effort has been supported by our ability to purchase outside specialists, other support personnel provide highly effective intervention, and technology based programs to differentiate instruction.</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

Frazier International Magnet School encourages the development of inquiring, knowledgeable, and caring students. Diverse instructional strategies inspire all students to reach their full potential in academic performance that includes critical thinking in reading, math, science, technology, cultural awareness and character development. Frazier provides support for all students to become responsible citizens who function successfully in a global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide targeted intervention to those students at the primary, intermediate, and middle school levels who have been identified as being below proficient on beginning of the year assessments.	According to a college readiness assessment, less than 50% of our students tested at the college readiness level in reading. In addition, seventy-seven percent of our kindergartners and first graders performed below benchmark at the beginning of the year benchmark assessment in areas such as quantity discrimination, missing number, and number identification.
2	Teachers will deliver high quality rigorous literacy instruction that is supported by complex texts and thoughtful discussion that encourages critical thinking across all content areas within the framework provided by our PYP and Middle Years IB focus.	Though over 90% of our students meet the ISAT standards, the percentage of our students at the "exceeds" level on standardized tests and screeners is below fifty-percent, as a result more work is needed in order to further elevate rigor within our literacy instruction.
3	Teachers will deliver high quality instruction based on Common Core Standards that will require students to analyze passages, evaluate central ideas and arguments and claims as it relates to literature, and demonstrate higher order problem solving ability as it relates to mathematics and science.	Our students averaged a 2.8 on reading extended response and 2.9 on the math extended response which is a measure of students' ability to think critically, therefore there is a need to implement strategies that help students to construct meaning and apply basic skills to multi-step real world math problems.
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
Provide targeted intervention to those students at the primary, intermediate, and middle school levels who have been identified as being below proficient on beginning of the year assessments.	According to a college readiness assessment, less than 50% of our students tested at the college readiness level in reading. In addition, seventy-seven percent of our kindergartners and first graders performed below benchmark at the beginning of the year benchmark assessment in areas such as quantity discrimination, missing number, and number identification.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide targeted instruction with homogenous groups during intercession, before school, and after school sessions.	After School	Grades 2 -8	2 -8 Teachers	Quarter 2	Quarter 4	On-Track	
Continue to contract with retired professor from Erikson Institute to provided professional development on further aligning student discussions to the quadrant D level.	Professional Development	All Teachers	Principal	Quarter 1	Quarter 4		
Implement a seven-week Explore math and science boot camp focusing on pre-algebra, algebra, geometry, statistics and probability, as well as interpreting graphs and charts.	After School	Eighth Graders	Principal	Quarter 4	Quarter 4	On-Track	
Hold a seven week after school Explore reading boot camp focusing on questioning and complex from the following genres: humanities, prose fiction, and social sciences.	After School	Eighth Graders	principal	Quarter 4	Quarter 4		
Implement guided math instruction with centers two times each week with consistency and fidelity to provide in-class targeted intervention that drills down to address deficits.	Instruction	All Students	All Teachers	Quarter 1	Quarter 4	On-Track	



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

Teachers will deliver high quality rigorous literacy instruction that is supported by complex texts and thoughtful discussion that encourages critical thinking across all content areas within the framework provided by our PYP and Middle Years IB focus.

Rationale

Though over 90% of our students meet the ISAT standards, the percentage of our students at the "exceeds" level on standardized tests and screeners is below fifty-percent, as a result more work is needed in order to further elevate rigor within our literacy instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Inventory middle school libraries for genre diversity to include books in the humanities, social science nonfiction, and memoirs.	Materials	Middle School	Middle School Reading Teacher	Spring 2012	Quarter 1		
Inventory existing text that match recommended lexile levels as indicated by the Common Core Standards.	Materials	All Grades	Administration	Summer 2012	Quarter 1		
Hold once a month grade level meetings to review students' weekly reading response journal that will capture students reactions/impressions that have been derived from the text and higher order questions that will be used for constructed responses and discussion.	Instruction	Tier I/Tier II/Tier III Students	Teacher Teams	Quarter 1	Quarter 4		
The ILT Team will review students' weekly reading response journal (mentioned above) at least once per quarter to monitor the level of higher order questions and higher order thinking.	ILT	All Students	ILT Team	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
Teachers will deliver high quality instruction based on Common Core Standards that will require students to analyze passages, evaluate central ideas and arguments and claims as it relates to literature, and demonstrate higher order problem solving ability at is relates to mathematics and science.	Our students averaged a 2.8 on reading extended response and 2.9 on the math extended response which is a measure of students' ability to think critically, therefore there is a need to implement strategies that help students to construct meaning and apply basic skills to multi-step real world math problems.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Incorporate daily discussion that involves students explaining how they derived their answers to students move beyond memorization and towards a stronger ability to comprehend more abstract representations of numbers.	Instruction	Strategic and Intensive	Primary Teachers	Quarter 1	Ongoing		
Hold a staff professional development session focused on reviewing the most recent extended response data, reviewing student work samples, and discussing effective teaching strategies.	Professional Development	All Teachers	Principal	Quarter 1	Quarter 1		
Quarterly monitoring of students engaged in rich small group and whole group discussions that center around supporting thinking and logical interpretations using fictional and nonfictional texts (including video tapping and peer observations).	Instruction	Grades 2 -8	Literature Circle Teacher Leader/Consultant	Quarter 1	Quarter 1		
Quarterly professional development on creating math projects that will support students in utilizing math skills to identify real world applications that affect their own lives such as the Pythagorean theorem as a way to determine shortest route, calculation of volume to determine the best container to use for storing items, distance rate and time calculations to determine an estimated time of arrival to a given location.	Professional Development	All Teachers K-5 and Middle School Math Teacher	Principal/Middle School Math Teacher	Quarter 1	Quarter 4		

Strategic Priority 3

Provide academic acceleration on a daily basis for 30 minutes using technology to develop a more sophisticated vocabulary and facilitate an advanced mastery in construction meaning from text. In addition, use strategies from Marzano's Academic Vocabulary.	Instruction	High Tier I Students	Teachers	Quarter 1	Quarter 4		
Three times per week students will engage in literature circle discussions using complex text that center around making logical interpretations, meaningful connections, close readings that ask students find evidence for their thinking, and identifying the similarities and differences across multiple texts.	Instruction	All Students	Teachers	Quarter 1	Quarter 4		
Implement biweekly open-ended questions/task performances to assess student understanding.	Instruction	All Students	Teachers	Quarter 1	Quarter 4		



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