



2012-2014 Continuous Improvement Work Plan

Sir Miles Davis Magnet Elementary Academy

Englewood-Gresham Elementary Network

6730 S Paulina St Chicago, IL 60636

ISBE ID: 150162990252954

School ID: 610521

Oracle ID: 29391



Mission Statement

Miles Davis Magnet Academy provides each student with a rigorous instructional program focused on engineering, technology, math, science, and literacy. Our goal is to stimulate personal growth and develop creative, lifelong learners who are prepared to become constructive members of our global society. All MDMA graduates will be college and career ready. Vision :

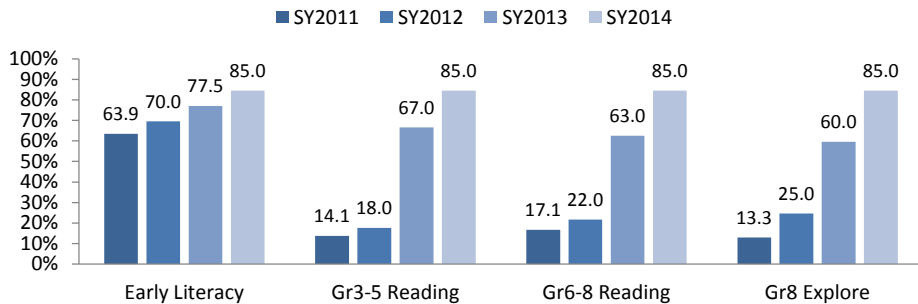
MDMA students will utilize the engineering design process to solve real world problems by asking questions and imagining, planning, creating, and improving solutions.

Strategic Priorities

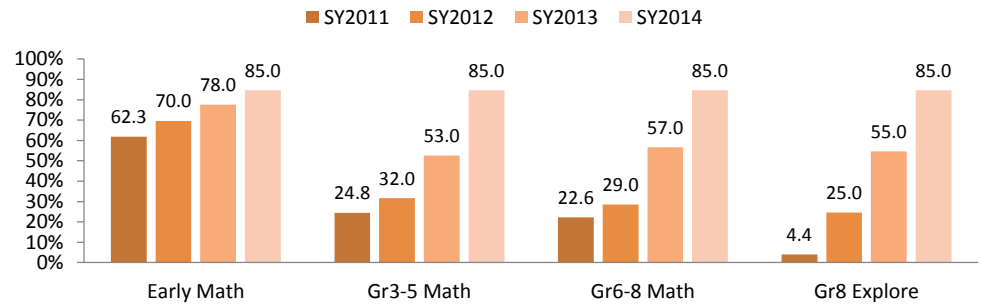
- 1. Teachers deliver Common Core State Standards to students that align literacy, math, and science instruction supported by high quality text. Professional development will be provided to teachers to support the implementation of CCSS.
2. Technology Integration - Teachers will effectively integrate technology into all core subject areas to enhance student instruction daily.
3. Culture and Climate/Parent Engagement -Teachers will effectively use PBIS, Second Step and Habits of Success as part of a whole school positive behavior support model.
4. Full School Day (Individualized Student Interventions) - Miles Davis Academy will utilize the additional allotted time from the FSD to provide reading and math interventions to students flagged on the beginning of the year NWEA and Step student assessments and monitor progress.

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:	Sir Miles Davis Magnet Elementary Academy

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
Cheryl Armstrong-Belt	Principal
Kimberly Simon	Assistant Principal
Danta Alexander	Lead/ Resource Teacher
Michael McKinney	Lead/ Resource Teacher
Eddett Fisher	Counselor/Case Manager
LaShaun Woodland	Classroom Teacher
Vera Smith	Special Education Faculty
K. Barron	Parent/ Guardian
V. Young-Platt	Community Member
E. Giddens	Parent/ Guardian
M. Ashford	Parent/ Guardian
M. Booker	Parent/ Guardian



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	63.9	70.0	77.5	85.0		Early Math % of students at Benchmark on mClass	62.3	70.0	78.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.1	18.0	67.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	24.8	32.0	53.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.1	50.0	70.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.0	60.0	72.5	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	22.0	63.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.6	29.0	57.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.5	50.0	70.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.1	55.0	70.0	85.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	13.3	25.0	60.0	85.0		Explore - Math % of students at college readiness benchmark	4.4	25.0	55.0	85.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.0	94.0	95.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	57.8	50.0	48.0	45.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	43.2	50.0	65.0	85.0		ISAT - Reading % of students exceeding state standards	3.2	10.0	17.5	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	65.9	72.0	80.0	85.0		ISAT - Mathematics % of students exceeding state standards	5.9	10.0	17.5	25.0
ISAT - Science % of students meeting or exceeding state standards	46.1	55.0	70.0	85.0		ISAT - Science % of students exceeding state standards	0.0	7.5	15.0	22.5

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 ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school staff has reviewed the school scorecard and performance policy and has developed a targeted plan to improve student achievement. Students are aware of their individualized Scantron target goals and have created individual plans for literacy, math, and science. A Theory of Action was developed for 2011-12 that included key levers to improve student achievement.</p>	
	Principal Leadership ----->			2
	<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>Teachers are provided with a needs assessment at the beginning of each academic school year. Professional development sessions are created based upon teacher feedback and needs for the upcoming school year. The administrative team conducts daily classroom walk-throughs to monitor instructional practices and the correlation to student assessments and lesson plans. There were not enough My Voice, My School Surveys returned to obtain feedback for the current school year. For the 2011-2012 school year more than 50% of parents completed the survey.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Our Scantron and ISAT data indicate that students perform better on assessments in grades K-4. There is a decline of student achievement on assessments in the intermediate and upper grades. Therefore MDMA must identify successful teaching practices that are occurring in the primary grades and share with the upper grade teachers. Our goal for the 2012-2013 school year is to provide teachers with additional opportunities to observe their colleagues and engage in meaningful dialogue around student achievement.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Based upon feedback from the special education teachers, a member of the special education team will join our ILT team for the 2012-13 school year to provide feedback on school initiatives. A teacher will also be added from the primary department to ensure that the needs of all MDMA students is being addressed at all ILT meetings. The ILT team regularly reflects upon the team processes and practices to improve its functioning and progress towards school - wide goals.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The school has touch-back sessions with teachers to review the Scantron data after each assessment. The data is analyzed and a plan is developed to support and advance student achievement. Student grouping is modified based upon student assessment data.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Based upon student data there is lack of curricular pacing/ scope and sequence in literacy, math, and science. Teachers will unpack the CCSS and develop a curriculum map for the year. Professional development will be provided to staff on curriculum mapping. There is a need to expose students to more complex student texts and non-fiction materials. Teachers have developed common units of instruction aligned to the state standards around engineering, but the units need to be revised to incorporate CCSS for the 2012-13 school year.</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>With the implementation of the CCSS, MDMA needs to purchase a more rigorous text complex literacy program. We are in the process of reviewing instructional material that would support rigorous college -readiness standards and students with disabilities. Currently all K-8 teachers has a set of instructional materials that are aligned with the Illinois Frameworks.</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 ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>The ILT team reviews all Scantron data and develops a schoolwide instructional plan based upon the data. All teachers in K-3 assess students in literacy using STEP. Students in grades 2-8 are assessed three times per year in literacy, math, and science. Teachers submit weekly student assessments to the administrative team for review weekly. The student assessments are mostly multiple choice and short answer. MDMA needs to move towards the development of a variety of performance assessments, open ended and extended responses aligned to the CCSS.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			1
<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>Teachers frequently do not communicate the learning objective to students and there is a disconnect between the lesson objective and the standard. Questioning by many teachers is low level and does not provide students the opportunity for exposure to higher order questioning. There needs to be more opportunities for students to work in flexible guided groups for reading, math, and science. Additional professional development and an implementation plan will be developed for teachers around grouping and differentiated instruction. Teachers need to curriculum map literacy, math, and science instruction aligned to the CCSS.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>A Rtl teams has been created comprised of teachers from primary, intermediate, upper, special education, and the counselor to review teacher requests for special education. A Rtl document of processes and steps of student interventions has been created. The 3rd grade team piloted the Rtl intervention plan during the afterschool program . Feedback from the 3rd grade pilot will be used to modify the K-8 Rtl process and progress monitoring. The gym, music, and art teachers have been working with teachers in grades K, 1, 3, 4, and 6 to provide push-in and pull-out academic support to students that are at risk for academic failure.</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>Based upon MDMA's Theory of Action for 2011-2012 , a focused professional development plan was developed for teachers that aligned to our school priorities. Teachers that have successfully implemented new PD strategies into their classroom have videotaped themselves incorporating new instructional strategies and shared with their colleagues.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Regular and special education teachers meet weekly in grade level meetings with a grade level meeting template. The grade level template keeps the meetings on task. The grade level teams discuss student assessments, special education accommodations/needs, lesson planning, technology integration, and progress monitoring data. A member of the administrative team plans to attend each grade level meeting but if an administrator is not present the grade level team emails the completed template to the administration for feedback.</p>	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>A coaching plan for teachers needs to be developed and implemented to support teachers around literacy. Teachers need to be afforded the opportunity for cross classroom visitation. The coordinators provide teachers with peer coaching around math and technology. Teachers need to be grouped to meet their individualized professional development needs. All new teachers are assigned a teacher mentor that meets with them regularly to provide support and encouragement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All staff members must commit to reinforcing high student expectations to ensure that all MDMA students are college or career ready. Partnerships have been developed with Purdue, University of Illinois, IIT, IMSA, and Northern Illinois University to support our endeavors for all MDMA students to be college and career ready. Middle school students have attended many college trips to expose them to college universities.</p>	
	Relationships ----->			3
	<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>All students with disabilities are provided opportunities in school and extra curricular activities to interact with regular education students. All of our special education students utilize the inclusion model during the school day both physically and socially. Most interactions between students and staff are respectful . According to the My Voice, My Survey results the school received "average" for a supportive environment. Teachers work hard to provide a rapport with students that is conducive to student achievement.</p>	
Behavior & Safety ----->			2	
	<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>The school adheres to the CPS Code of Conduct as well as the MDMA school-wide discipline plan. Incentives for good behavior occur regularly with the PBIS & Habits for Success programs. Teachers teach character education and positive behavior through the second step curriculum.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	MDMA provides parents with students' academic progress data that outlines where the students currently are and targeted goals that are expected for the student to achieve. The school provides parents with clear promotion requirements at the beginning of the school year. The promotion requirements are explained at the open house meeting and grade level specific meetings at 3rd 6th and 8th grades.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teachers are required to send home a parent letter at the beginning of the school outlining their academic and behavioral expectations. Teachers submit a weekly log indicating what communications they have had with parents via phone, email, notes home, or face to face conversations. The administration sends home written correspondence to the parent regularly.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	MDMA provided parents with opportunities to become involved in the school community through, awards assemblies, thematic assemblies, family engineering activities, talent shows, etc. Parents can gain information about the academic and safety expectations at the school through open house, coffee and conversation meetings, specific grade level parent meetings and parent summits.	

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 ----->			2
	<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. 	School staff conduct outreach to families with temporary living situations. Specialized supports are provided to families as needed.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Being an engineering-focused magnet school, MDMA provides students interested in pursuing a career in engineering a countless opportunities to gather information and explore all the different aspects and fields of engineering. Volunteers from engineering firms work with and mentor our students. The students are all exposed to	
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. 	Being an engineering-focused magnet school, MDMA provides students interested in pursuing a career in engineering countless opportunities to gather information and explore all the different aspects and fields of engineering. Volunteers from engineering firms work with and mentor our students. The students are all exposed to aspects of engineering through the Engineering is Elementary and the Gateway to Technology curriculum.	
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. 	Davis offers a wide range of extracurricular activities to all students that includes the arts, sports, engineering, technology, and academic teams.	

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 ----->			1
	<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. 	N/A	
	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. 	To inspire and encourage our students to attend college, our students are provided with opportunities to visit college campuses and attend classes at a variety of colleges through our partnerships with University of Illinois, Northern Illinois University, IIT , IMSA and Purdue University.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	MDMA works to ensure a seamless transition between 8th grade and high school by offering high school shadow days, and high school fairs. The students are given opportunities to gather as much information about their high schools of choice .	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary funds are allocated based on the needs of the school. ILT members have written and been awarded grants to subsidize the cost of extra curricular programs and materials that are needed by the school. Although the school maintains a strong focus on the STEM (Science, Technology, Engineering and Math) curriculum, funds are also allocated to support the the arts and extracurricular activities.		
	Building a Team ----->				2
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	A multi-step interview process currently exist for hiring candidates. These steps include resume review, brief phone interview, face to face interview, observation of actual lesson being taught and a reference check. For the upcoming school year additional criteria will be added to ensure that only the very best candidates are hired at MDMA.			
Use of Time ----->				2	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	The school schedule currently allows for regular meetings for teachers teams. Next year's schedule will allow for vertical planning time as well as grade level planning. There currently exists a templates for the teacher team meetings that focuses on data analysis and instructional planning.			

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

Miles Davis Magnet Academy provides each student with a rigorous instructional program focused on engineering, technology, math, science, and literacy. Our goal is to stimulate personal growth and develop creative, lifelong learners who are prepared to become constructive members of our global society. All MDMA graduates will be college and career ready.
 Vision : MDMA students will utilize the engineering design process to solve real world problems by asking questions and imagining, planning, creating, and improving solutions.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core State Standards to students that align literacy, math, and science instruction supported by high quality text. Professional development will be provided to teachers to support the implementation of CCSS.	We have the need to implement a rigorous literacy curriculum as we have below 50% of our students meeting growth targets in literacy for all grades in Scantron at Miles Davis Academy.
2	Technology Integration - Teachers will effectively integrate technology into all core subject areas to enhance student instruction daily.	Research has proven that student engagement and achievement increase with the integration of technology into daily instruction. Since only 43.5 % of our students are meeting or exceeding on the ISAT there is a need to increase student achievement. Therefore, MDMA has purchased and provided teachers with professional development on a plethora of technology to enhance student instruction.
3	Culture and Climate/Parent Engagement -Teachers will effectively use PBIS, Second Step and Habits of Success as part of a whole school positive behavior support model.	Based upon our My Voice, My School Survey and the MDMA Bullying Survey there is a need to provide students with incentives to encourage good behavior and teach students conflict resolution. Teachers will continue to teach the Second Step curriculum and reinforce concepts taught during the week.
4	Full School Day (Individualized Student Interventions) - Miles Davis Academy will utilize the additional allotted time from the FSD to provide reading and math interventions to students flagged on the beginning of the year NWEA and Step student assessments and monitor progress.	After reviewing our student data from Scantron and Step we have determined the need to provide targeted student interventions. The FSD will allow MDMA to implement individualized interventions, progress monitoring tools, and RtI.
5		



Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers deliver Common Core State Standards to students that align literacy, math, and science instruction supported by high quality text. Professional development will be provided to teachers to support the implementation of CCSS.	We have the need to implement a rigorous literacy curriculum as we have below 50% of our students meeting growth targets in literacy for all grades in Scantron at Miles Davis Academy.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
MDMA scored 43.2% on the 2011 ISAT. By providing all K-8 teachers with CCSS training and professional development on text complexity we will ensure that all students grow in literacy.	Professional Development	All	Administration	On-going	On-going		Identify a vendor to provide teachers with additional CCSS PD.
To meet AYP and increase the overall number of students meeting and exceeding on the ISAT in literacy to 65%, math to 80% , and science to 50 % by 2013, the staff will curriculum map each content area each quarter utilizing the CCSS. The curriculum utilized will be high quality text.	ILT/ Teacher Teams	All	Administration/ILT	Summer 2012	On-going		Schedule summer 2012 meeting dates for teachers to meet to begin curriculum mapping and the identification of high quality text
Teachers will meet in grade level teams to identify the CCSS that need to be unpacked and aligned to ensure student success on the ISAT and NWEA. CCSS will be identified based upon student data from the ISAT and the Fall 2012 NWEA assessment in literacy, math, and science.	After School/ Extended Day	All	Administration/ILT	Quarter 1	Quarter 1		
We have a need to implement a rigorous balance literacy program utilizing complex reading text, as we have below 5% of our students exceeding their growth targets on Scantron.	Instructional Materials	All	Administration	Summer 2012	On-going		Identify literacy materials that are rigorous and support the CCSS
The engineering curriculum (GTT and EiE) and the The Closer Look science textbooks will aligned to the CCSS to ensure a rigorous science curriculum with specific science targets, according to our Scantron data there is a need to align engineering to the CCSS to improve student achievement. According to ISAT 2011 only 46.1 % of students were meeting or exceeding in science.	After School/ Extended Day	All	Engineering coordinators and classroom teachers	Summer 2012	On-going		



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
Culture and Climate/Parent Engagement -Teachers will effectively use PBIS, Second Step and Habits of Success as part of a whole school positive behavior support model.	Based upon our My Voice, My School Survey and the MDMA Bullying Survey there is a need to provide students with incentives to encourage good behavior and teach students conflict resolution. Teachers will continue to teach the Second Step curriculum and reinforce concepts taught during the week.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based on the results of the school climate surveys given to the students, MDMA will seek out community resources that could be utilized to promote character education and positive behavior.	Instruction	All	Counselor Assistant Principal	Quarter 1	On-going		Seek out partnership with the NED show (character education workshop for students)
A behavioral code, PBIS, Second Step, and Habits for Success will be reviewed by the staff with the students during the first three days of school. Postive behaviors will be rewarded throughout the school year.	Instruction	All	Principial Assistant Principal Counselor & Teachers	Quarter 1	On-going		Review CPS code of Conduct and MDMA Discipline Plan with staff. Review CPS Code of Conduct with and MDMA Discipline Plan with students
Parents will be made aware of the school behavioral policies and at Open House, as well as through a written contract.	Parental Involvement	All	Admininstration	Quarter 1	On-going		Plan parent Open House meeting
Based on the current school years attendance rate, MDMA will continue the attendance incentive program to enhance student attendance by 2% by 2014	Other	All	Administration	Quarter 1	On-going		Implement the monthly highest classroom attendance incentive. Implement quarterly perfect attendance incentive. Implement annual attendance incentive.
School will continue implementing the policy of safety measures by having security stationed throughout the building. All visitors must first report to the office. Security personnel will remove disruptive students from the cassroom and bring them to the office where their parents will be notifies	Other	All	Security officers Counselor/Dean Administration	Quarter 1	On-going		
REACH - Teachers will develop strategies to monitor student behavior and develop preventive strategies. Students will take an active role in monitoring their own behavior.	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going		Students will receive classroom incentives for appropriate student behavior.



Strategic Priority 4

