



2012-2014 Continuous Improvement Work Plan

Walter S Christopher Elementary School

Midway Elementary Network

5042 S Artesian Ave Chicago, IL 60632

ISBE ID: 150162990252904

School ID: 609855

Oracle ID: 30031



Mission Statement

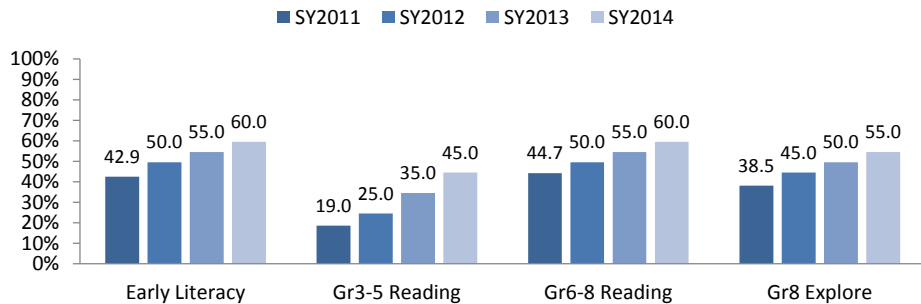
Christopher School, consistent with its mission to Reach All, Teach All and Include All, is committed to providing a differentiated academic program that supports all of our students through staff development and shared leadership with an emphasis on literacy, math, science, technology and inclusive educational activities. We foresee that each student will succeed in an inclusive, positive, supportive and safe learning environment that facilitates each student's growth, emphasizing academic excellence, socialization and communication. Students will be prepared to achieve to become independent, productive adults who will be prepared for college, career and vocational opportunities.

Strategic Priorities

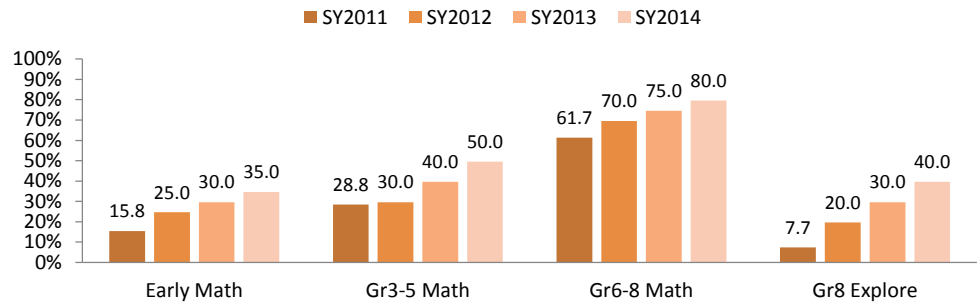
1. To improve instruction in all subject areas. Instruction will be tied to common core standards. Curriculum will be aligned across grade levels, to include curriculum for students with severe, multiple disabilities,
2. Using data from Scantron, ISAT, IAA, ACCESS and measures for special education students, as defined in the IEP, teachers will work collaboratively to differentiate instruction to increase progress of students with disabilities and ELL students.
3. To use technology to support all instruction and provide more opportunity for differentiated instruction. This includes web-based curriculum for special education students.
4. To improve school climate, continuing PBIS program for all students.
5. To continue to include parents in NCLB, BAC, LSC and special education parent support group. To provide after school computer program for parents.

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:	Walter S Christopher Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Mary McAloon	Principal
Barbara Freely	Assistant Principal
Kim Moyer	Counselor/Case Manager
Carole O'Brien	Counselor/Case Manager
Violeta Bosworth	ELL Teacher
Gina Jones	LSC Member
Amy McKee-Hamilton	Special Education Faculty
LaJule Arrington	LSC Member
Terry Burke	LSC Member
Amy McKee-Hamilton	Special Education Faculty
Maureen Buending	Classroom Teacher
Kathy Eklund	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	42.9	50.0	55.0	60.0		Early Math % of students at Benchmark on mClass	15.8	25.0	30.0	35.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.0	25.0	35.0	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	28.8	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.1	70.0	75.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.5	50.0	55.0	60.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.7	50.0	55.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	61.7	70.0	75.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.3	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.0	70.0	75.0	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	38.5	45.0	50.0	55.0		Explore - Math % of students at college readiness benchmark	7.7	20.0	30.0	40.0



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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	86.1	86.0	86.0	86.0					
Misconducts Rate of Misconducts (any) per 100	4.0	4.0	4.0	4.0					

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	62.3	70.0	75.0	80.0		ISAT - Reading % of students exceeding state standards	5.7	10.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	70.8	75.0	80.0	85.0		ISAT - Mathematics % of students exceeding state standards	13.2	15.0	20.0	25.0
ISAT - Science % of students meeting or exceeding state standards	80.5	85.0	90.0	90.0		ISAT - Science % of students exceeding state standards	7.3	10.0	15.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			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>Scantron data is used to identify areas of need and plan instruction to meet individual needs of students. School also uses data from Lexia, Reading Plus and Education City to plan instruction.</p> <p>Data collected in Unique Curriculum for special education students is used to measure progress of students. Data from IEP goal achievement is also analyzed to track student progress. All students are rewarded with positive rewards for achievement.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>School Administrative team works collaboratively to plan professional development and learning opportunities for all staff. Collaboration among staff is encouraged. Teachers plan curriculum and instruction units together at all grade levels. School includes all special education students in school setting throughout the school day. There is a "buddy" program with special education and general education classrooms that is developed by teachers to insure that there is inclusion at all grade levels.</p> <p>Administration and teachers have provided professional development in technology to insure that all students are able to participate in technology programs available at school.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are on school committees, to include ILT, CIWP, technology, rti, parent communication, middle school team, special education teams, bilingual and ELL team.</p> <p>School has 8 NBC teachers who take leadership roles in all aspects of school planning.</p> <p>Biweekly teacher meetings keep staff informed of all leadership decisions. All teachers are involved in goal setting and school planning.</p> <p>School assigns mentors for new teachers.</p> <p>School has numerous programs for students through grants written by teachers.</p> <p>School social worker developed a special education parent support group.</p> <p>Technology teacher has taken the lead on moving the school forward in technology: laptop carts, IPADS, projection systems for classrooms, web-based curriculum programs and parent computer programs.</p> <p>Teacher leader is coordinating special education programs such as Unique, arranging for collaboration at the school level and beyond.</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. 			2
<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>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. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<ul style="list-style-type: none"> Grade levels analyze Scantron data to identify areas of need. Information is shared and students in need are given additional help during the school day. Teachers are available before & after school to help students. Administration and school counselor communicate with students at risk and notify parents. 			

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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>Teachers collaborate across grade level to discuss pacing. Teachers work across grade levels to prepare students for expectations of next grade. Teachers work together to analyze data and develop units of instruction. Teachers are using Common Core Standards in literacy plans. Special education curriculum, Unique, is tied into common core standards. Progress of ELL students is very closely monitored and students are given extra help as needs are identified.</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>Teacher work with ILT and committess to choose curriculum tied to standards. Teachers have researched this year and are using curriculum materials to meet common core standards. Administration has ordered extra materials to support curriculum to include additional non-fiction materials. All classroom libraries and school library have ELL materials and supports.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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>Teachers collect classroom data daily to assess student progress and provide supports as needed. Special education teachers collect data to monitor progress toward IEP goals. Teachers differentiate instruction based on collected data.</p> <p>Students are instructed in native language in grades 1 & 2. ELL support provided in grades support is provided in grades 3-8 and in special education classrooms.</p> <p>All assessments are given , using modifications and accommodations as determined in the IEP.</p> <p>ELL students are given accommodations as determined by BLT teacher.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<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 submit weekly lesson plans, based on standards. They differentiate instruction to meet needs of ELL and special education students. Teachers clearly communicate objectives to students and parents. Teachers show student evidence of progress. They give students opportunities to improve. Teachers assess students regularly. Assessments are included in plans.</p> <p>General ed, Special ed, and Bilingual teachers share lesson planning so that instruction is scaffolded and meets individual student needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>RTI is followed by teachers. RTI teacher leader works with teachers to keep data on progress of individual students. Teachers collaborate to provide extra help as needed. Related service staff work with teachers to identify supports for students in need. After school programs provide tutoring and homework help for students. Students receive push in support, computer assisted support, and small group instruction, as well as one to one assistance provided by classroom teachers before and after school.</p>	
Professional Learning	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>Professional development has concentrated on implementation of common core standards this year. Technology is also a priority, including introduction of IPAD technology and smart board.</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>Team meetings are held weekly. Teachers target goals for students and monitor progress. Special education teachers meet with general education students to modify curriculum and assessments. ELL teachers work with teachers at all grade levels to assess progress of bilingual students and differentiate instruction as needed.</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>Mentor teachers are assigned to all new teachers. They meet twice a week to collaborate and plan. Teachers communicate with administration on needed professional development. Peer coaching, cross classroom visitation, as well as visits to other schools with similar programs are used as a form of coaching.</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>Teachers have high expectations for students. Students are given opportunities to have leadership roles. Graduates are welcomed back to share high school and college experience with students. There is a vocational education program for special education students.</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>Teachers work closely with students, supporting them and encouraging them. There is a schoolwide PBIS program that encourages respect among students. All behavior problems are addressed immediately.</p> <p>Special education students are included in all aspects of school culture.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Teachers handle most behavior problems at the classroom level. Rules are posted and students are expected to follow them. School has a PBIS program. Teachers communicate schoolwide behavior expectations throughout school day. Bullying program was implemented this year.</p> <p>Administration deals with serious behavior problems, following student code of conduct.</p> <p>School environment is warm and supportive. School was chosen to implement the Olweus Bullying Prevention Program through</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Communication and expectations are clear. Communication with parents is monthly at parent meetings and sent home on school calendar. Teachers communicate with parents about their expectations for the students. School has an after school parent computer program. Parents are encouraged to actively participate in all IEP meetings.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teachers are available to meet with parents before and after school. Special education teachers send home daily communication books and weekly newsletters. School social worker has a special education parent support program. Administration communicates immediately with parents on any serious behavior concerns.	
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. 	School is very welcoming. Principal and Assistant Principal are available for parents. School environment is warm and inviting. Parents are often at school to address needs of special education students.	

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 ----->					4
	<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 social worker and nurses provide extensive support for parents, referring them to outside agencies. Students have dental check ups in school. Parents are referred to medical agencies. Physical & occupational therapists work with equipment vendors to insure that students with physical disabilities have all needed equipment. Speech pathologists train parents on augmentative			
	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. 	College banners of staff were displayed throughout school. Staff wore school sweatshirts of their alma maters. Speakers and former grads speak to students.			
Academic Planning ----->					2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Students are encouraged to pursue areas of interest. There is an active vocational program for special education students.				
Enrichment & Extracurricular Engagement ----->					2	
<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. 	School has SES Chess and After School All Stars programs for students. These are very popular with students. Unfortunately special education students who are bussed are not included.				

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	School counselor has brought in programs for middle school students.	
	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. 	DNA	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Parents of incoming special education students visit school the year before transition. Special meetings and programs are planned. School counselor works with all 8th grade students to insure that they are aware of all high school options. She communicates with parents to insure that all applications are submitted on time. Staff from OSES met with parents on high school transition. School staff visits Blair school to meet parents before transitions form earlychild programs to answer questions and discuss our special education school programs.	

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 funding follows Sipaaa plan. Sipaaa was written to prioritize needs and provided needed supports. Funds are used for literacy, math, science support, including professional development and adequate supplies and instructional materials. Funds are provided for Special education and ELL students. Technology has been a priority this year.	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	ILT is included in staff interviews. School priority is to hire teachers with special education experience.	
Use of Time ----->			3	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	Assistant principal develops school schedule to insure that all teachers have appropriate collaborative planning time with common preps.	

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

Christopher School, consistent with its mission to Reach All, Teach All and Include All, is committed to providing a differentiated academic program that supports all of our students through staff development and shared leadership with an emphasis on literacy, math, science, technology and inclusive educational activities. We foresee that each student will succeed in an inclusive, positive, supportive and safe learning environment that facilitates each student's growth, emphasizing academic excellence, socialization and communication. Students will be prepared to achieve to become independent, productive adults who will be prepared for college, career and vocational opportunities.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To improve instruction in all subject areas. Instruction will be tied to common core standards. Curriculum will be aligned across grade levels, to include curriculum for students with severe, multiple disabilities,	By creating a curriculum, aligned to common core standards, teachers will improve instruction through collaborative planning. This will increase rigor of instruction. Special education curriculum will be aligned to standards to achieve IEP goals.
2	Using data from Scantron, ISAT, IAA, ACCESS and measures for special education students, as defined in the IEP, teachers will work collaboratively to differentiate instruction to increase progress of students with disabilities and ELL students.	By using data and progress monitoring, curriculum decisions will be made to focus on meeting individual student needs. This will enable students to achieve performance goals.
3	To use technology to support all instruction and provide more opportunity for differentiated instruction. This includes web-based curriculum for special education students.	Technology used to supplement instruction will provide data to improve instruction. Students will be prepared for special technology programs which are being introduced in high schools. Technology will help students with disabilities have better access to curriculum.
4	To improve school climate, continuing PBIS program for all students.	A safe climate will reduce classroom disruptions, enabling teachers to focus on instruction.
5	To continue to include parents in NCLB, BAC, LSC and special education parent support group. To provide after school computer program for parents.	As parents become more involved in school, they will support their children in school priorities and goals.



Strategic Priority 1

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Strategic Priority 2

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

Strategic Priority Description	Rationale
Using data from Scantron, ISAT, IAA, ACCESS and measures for special education students, as defined in the IEP, teachers will work collaboratively to differentiate instruction to increase progresss of students with disabilities and ELL students.	By using data and progress monitoring, curriculum decisions will be made to focus on meeting individual student needs. This will enable students to achieve performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will analyze data from ISAT, Access, Dibels, M-Class, IAA, Lexia and reading plus to plan differentiated instruction. Appropriate classroom grouping will be determined.	Instruction	All	Teachers	Summer 2012	On-going		
Teachers will analyze data to plan curriculum to address individual student needs.	Instruction	All	Teachers	Summer 2012	On-going		
Teachers will analyze data from ACCESS tests and work with BLT to plan instruction to address students needs of ELL students.	Instruction	English Language Learners	Teachers	Summer 2012	On-going		
Teachers will develop a data system for tracking progress on IEP goals.	Instruction	Students With Disabilities	Teachers	Summer 2012	On-going		
Teachers will progress monitor.	Instruction	All	Teachers	Quarter 1	On-going		
RTI coordinator will meet with teachers to develop remediation plans and keep records of student progress.	Instruction	All	Teachers	Quarter 1	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
To use technology to support all instruction and provide more opportunity for differentiated instruction. This includes web-based curriculum for special education students.	Technology used to supplement instruction will provide data to improve instruction. Students will be prepared for special technology programs which are being introduced in high schools. Technology will help students with disabilities have better access to curriculum.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
E-rate Team will update technology access for school.	Equipment/Technology	All	Administration	Summer 2012	Quarter 1		
Administration will purchase web-based curriculum programs.	Equipment/Technology	All	Administration	Summer 2012	Quarter 1		
Additional technology equipment will be purchased as funding allows.	Equipment/Technology	All	Administration	Summer 2012	On-going		
New computer lab will be configured and opened if e-rate plan allows.	Equipment/Technology	All	Administration	Summer 2012	Quarter 1		
Teachers will receive professional development for technology, web-based curriculum, to include IPAD and appropriate apps.	Professional Development	All	Administration	Summer 2012	On-going		
Technology will be used in units of study and for enrichment programs.	Equipment/Technology	All	Administration	Quarter 1	On-going		
Technology will be integrated into all classrooms as part of implementation of common core standards. This will be included in lesson plans.	Instruction	All	Administration	Quarter 1	On-going		



Strategic Priority 3



Strategic Priority 4

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