

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and strategy setting processes completed by the schools from the School Quality Rating Policy (SQRP) metrics and School Effectiveness Framework. Please see the CIWP Instruction Manual on the Knowledge Center for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:

MAYER

Developing a CIWP Team

A CIWP team consists of 6 – 15 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 *(Enter one team member name per line)*

Team Member Name	Title/Relationship
Katherine Konieczny	Principal
Bilquis Thomas	Assistant Principal
Betty Scalia	Classroom Teacher
Roxane Roth	Lead/ Resource Teacher
Nolan Hanson	Lead/ Resource Teacher
Norah Obrein	Classroom Teacher
Amy Anderson	Special Education Faculty
Tianna Davis Lancaster	Classroom Teacher
Jill Kittinger	Assessment/Data Faculty
Karen Neary	Support Staff
Julie Zonca	Special Education Faculty
Peter Talmers	Parent/ Guardian
Chris Ball	Parent/ Guardian
Brad Bane	Parent/ Guardian

Oscar F Mayer Elementary School

Resources

Instructions: Elementary schools should set goals for the School Quality Rating Policy by using the SQR calculator below. 2012-2013 data will populate automatically based on the school's name (NDA = No Data Available). Schools can enter their 2013-2014 scores once they become available. Additional space is available to set goals on the State's Accountability System. To determine your School Quality Rating Goal for each year:

- 1) Enter your school's goals for each of the listed metrics (in the gray boxes) for the indicated year. **If a particular metric is not applicable, leave the cell empty.**
- 2) Enter your school's anticipated participation rate for each assessment metric for the indicated year (default is set to 100).
- 3) The School Quality Rating and Points will be calculated automatically.

[CIWP Instruction Manual](#)

[SQR \(Knowledge Center\)](#)

SQR Metric	2012-2013 Score	2013-2014 Goal Setting					2014-2015 Goal Setting					2015-2016 Goal Setting					
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Growth Percentile on the NWEA Reading Assessment Grades 3-8*	70	77	100	4	13.75%	0.550		83	100	4	13.75%	0.550	90	100	5	13.75%	0.688
National School Growth Percentile on the NWEA Math Assessment Grades 3-8*	79	83	100	4	13.75%	0.550		86	100	4	13.75%	0.550	90	100	5	13.75%	0.688
African American National School Growth Percentile - NWEA Reading	33	45	100	3	1.25%	0.038		58	100	4	1.25%	0.050	70	100	5	1.25%	0.063
Hispanic National School Growth Percentile - NWEA Reading	84	86	100	5	1.25%	0.063		88	100	5	1.25%	0.063	90	100	5	1.25%	0.063
ELL National School Growth Percentile - NWEA Reading	NDA		100						100					100			
Diverse Learners National School Growth Percentile - NWEA Reading	1	11	100	2	1.25%	0.025		20	100	2	1.25%	0.025	30	100	3	1.25%	0.038
African American National School Growth Percentile - NWEA Math	51	57	100	4	1.25%	0.050		64	100	4	1.25%	0.050	70	100	5	1.25%	0.063
Hispanic National School Growth Percentile - NWEA Math	81	82	100	5	1.25%	0.063		83	100	5	1.25%	0.063	84	100	5	1.25%	0.063
ELL National School Growth Percentile - NWEA Math	NDA		100						100					100			
Diverse Learners National School Growth Percentile - NWEA Math	71	72	100	5	1.25%	0.063		74	100	5	1.25%	0.063	75	100	5	1.25%	0.063
Percentage of Students Meeting or Exceeding National Average Growth Norms Grades 3-8*	64.8	66.5	100	4	10.00%	0.400		68.3	100	4	10.00%	0.400	70	100	5	10.00%	0.500
National School Attainment Percentile - NWEA Reading Grades 3-8*	64	71	100	4	5.00%	0.200		77	100	4	5.00%	0.200	84	100	4	5.00%	0.200
National School Attainment Percentile - NWEA Math Grades 3-8*	68	74	100	4	5.00%	0.200		79	100	4	5.00%	0.200	85	100	4	5.00%	0.200
National School Attainment Percentile - NWEA Reading Grade 2	99	99	100	5	2.50%	0.125		99	100	5	2.50%	0.125	99	100	5	2.50%	0.125

SQRP Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Attainment Percentile - NWEA Math Grade 2	98	98	100	5	2.50%	0.125		98	100	5	2.50%	0.125	98	100	5	2.50%	0.125
Percentage of Students Making Sufficient Annual Progress - ACCESS	63.6	64.4	100	5	5.00%	0.250		65.2	100	5	5.00%	0.250	66	100	5	5.00%	0.250
Average Daily Attendance	95.1	95.4	N/A	4	20.00%	0.800		95.7	N/A	4	20.00%	0.800	96	N/A	5	20.00%	1.000
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	Organized	Organized	N/A	4	10.00%	0.400		Well Organized	N/A	5	10.00%	0.500	Well Organized	N/A	5	10.00%	0.500
Data Quality Index Score	97.5	98	N/A	4	5.00%	0.200		99	N/A	5	5.00%	0.250	99	N/A	5	5.00%	0.250

*These metrics are all required. If your school is missing ANY of these metrics, it will NOT receive a School Quality Rating.

**Enter your school's 2013-2014 Scores once they become available

Elementary School Quality Rating Calculation		2013-2014 Goal	2014-2015 Goal	2015-2016 Goal
Total Weighted Points	The points received for each indicator are multiplied by their weight and then added together	4.1	4.3	4.9
ES School Quality Rating	Tier 1 (4 – 5 points), Tier 2 (3.5 – 3.9 points), Tier 3 (3 – 3.4 points), Tier 4 (2 – 2.9 points), or Tier 5 (1 – 1.9 points)	Tier 1	Tier 1	Tier 1

SY15 & SY16 Targets for State Accountability

Schools are required to set targets for the State's Accountability Systems, either for Annual Yearly Progress (AYP) or ISBE's Flexibility Waiver. For SY15, schools should use the higher of the two targets. **Please see the CIWP Instructional Manual for full details on setting goals for State Accountability.** The minimum amount of growth needed to make AYP is called the school's "Safe Harbor" target, and it is defined as a 10% decrease in the percent of students not meeting state standards. ISBE has submitted a waiver to the US Department of Education to receive flexibility in how it measures school performance. Under this waiver, the improvement targets will be defined as reducing the percent not meeting/exceeding by 50% in 6 years. A one-year target can be determined by dividing the 6-year target by 6. Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Oscar F Mayer Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 1: Leadership (District Pillar 4)	Goals and theory of action			
	<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>Strength: Setting clear goals and making school-wide budgetary/curriculum decisions based off of them. PPLC vocabulary action plan. PPLC analysis of data and how to support teachers in applying that data to improve their targeted instruction (RTI tier 2). RTI that focuses on reading and math assistance for students who are well below their peers. Looking at data together and coming up with targets for our students individually. Being proactive regarding programs and funding. Mayer has dedicated teachers who work together to help the students reach their goals. The goals are set and discussed among whole staff and at each grade level.</p> <p>Growth - connecting the school goals to classroom/all grade levels curriculum/assessment/data analysis [and] involving all areas of instruction - sp.ed., Fine Arts, gen ed</p>	3
	Principal Leadership			
	<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>Strength - Admin partners with LSC, Coffee with Katie, grade level team meetings are scheduled to be weekly, staff meetings on Tuesday morning, REACH provides a consistent framework for admin. feedback, mentor program.</p> <p>Professional development - IB trainings RTI Evaluations and feedback to teachers 8/9 Teacher Network. At our team meetings our admin leads us in professional discussion about best practice which helps us have a clarity of vision. Ms. Konieczny creates a positive atmosphere for sharing and growth. The principal is a strong leader and runs the school effectively. The principal is honest, caring and respectful to staff members. She has a child-centered approach, children come first.</p> <p>Growth - Admin attendance at all grade level meetings or a system to keep communication open. Consistent regular staff meetings.</p>	3

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
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): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, Bilingual lead, CIWP 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>Strength - Teachers form most grade levels and content areas are leaders. Equity of voice is clearly a respected and important aspect of all school grade level, course and staff meetings. New and veteran teachers are encouraged to participate and share their thoughts. Representation from all programs/grade levels is encouraged for all. We have a culture where all voices are respected and heard. Our admin listens to everyone. Teachers are encouraged to participate in professional developments and learning communities and are encouraged to share their expertise. Collaboration among staff members. High teacher input among grade-level meetings.</p> <p>Growth - Always room for growth! Could expand leadership to include more teachers who currently are not involved and choose not to share voice. Need to find ways to foster positive involvement from those who like to "complain." Encourage teachers to view participation as investment in committees, teams, ect. that builds and strengthens our community.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Strengths: The ILT consists of representation from each grade and department. vocabulary imitative to area school wide need to improve vocabulary instruction. Conducted staff survey to identify professional development needs and followed up with administration for implementation. Developed a regular communication for staff, The Stall News, to maintain consistent communication among all staff members. Growth: Develop a plan to regularly review assessment data. There is very little response to ILT emails asking for ideas or suggestions for information.</p>	
Monitoring and adjusting			4
<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 improved 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>Strength - We have worked hard to effectively utilize data and be strategic in regards to how to approach using data to improve learning/teaching. Majority of teachers are very data driven.</p> <p>Growth - Continue to make data user-friendly to teachers (this is done often, do teacher utilize this?) Methods/time to examine data more frequently.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

DIMENSION 2: Core Instruction (District Pillar 2)

Typical School	Effective School	Evidence	Rating
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>Strength - host college and career week for student to meet with professionals and investigate the demands for a college level education. [Annual] high school fair. 8/9 Teacher Network (academic mindsets that can be used through high school and into college years.)</p> <p>Growth - more of a school-wide communication on college readiness requirements. Translating college readiness to all grade levels and subject areas; preparing the child to be whomever he/she is becoming. Thinking past high school (we talk about high school often but not so much about college) we could do better.</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>Strength - Teachers form most grade levels and content areas are leaders. Equity of voice is clearly a respected and important aspect of all school grade level, course and staff meetings. New and veteran teachers are encouraged to participate and share their thoughts. Representation from all programs/grade levels is encouraged for all.</p> <p>Growth - Always room for growth! Could expand leadership to include more teachers who currently are not involved and choose not to share voice. Need to find ways to foster positive involvement from those who like to "complain." Encourage teachers to view participation as investment in committees, teams, ect. that builds and strengthens our community.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
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>Strengths: Teachers use a variety of assessment methods including: district-wide assessment, teacher created, student portfolio's, ongoing student work, observation and other means of formative and summative assessments. The teachers monitor and assess the students progress and differentiate for each child. Designing common core aligned assessments in math and IB assessments at the middle school level is driving our school from above average to an effective school. Growth: Continue to improve communication between RTI providers and classroom teachers. Create a system for filing assessment tools.</p>	
Instruction ----->			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>Strength - IB and Montessori naturally provides opportunities to engage in complex text and help guide students to high-level questioning/thinking.</p> <p>Growth - Special education instruction need improvement to help meet academic needs of all students</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Intervention ----->			4
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Strength - Effective and systematic reading and math Tier 3 RTI programs in place, Tier 2 reading interventions in place and monitored, regular assessments and data tracking Growth - Need to develop Tier 2 math interventions</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>Strength- The school professional development plan is aligned to CWIP goals and was established based on teacher survey results. Weekly grade level meetings are the method used monitor the effectiveness of professional development. The MYP and Montessori coordinators inform and register staff for program specific professional development opportunities. Coordinators provide individual coaching for teachers as needed or requested.</p> <p>Growth- Develop specific structures for teachers to share information from outside professional development.</p>	

g (District Pillar 4)

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

DIMENSION 3: Professional Learning

Typical School	Effective School	Evidence	Rating
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>Strength: Teachers across the grade levels have aligned their instructional materials with the CCSS. Middle school language arts and humanities teachers use common units if instruction. Middle school math teachers have aligned their curriculum vertically. All grade levels have a year-long scope and sequence. Elementary One use common units of math and science instruction. 4th-8th grade humanities instruction is based on grade level anchor texts that expose all students to challenging grade level content. Long term supports are currently being developed to ensure students with disabilities show greater growth in core content.</p> <p>Growth: Develop long and short term plan of support for ELLs. Include special education teachers in implementing year-long scope and sequence maps.</p>	
Instructional coaching ----->			2
<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>Strengths: New teacher mentoring program. Support for new teachers from veteran teachers (not mentors). Teachers receive regular classroom visits from coaches and feedback. Teachers are asked to provide feedback as to what they would like professional development to be.</p> <p>Growth: Better developed new teacher mentoring program. More collaboration among teachers from different grade levels and content areas. Systematic mentoring /coaching need needed. How to continue to develop veteran teachers?</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 4: Climate and Culture (District Pill:	High expectations & College-going culture ----->			4
	<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>Strength - Very high academic expectations for all. Lots of opportunities for student involvement beyond the classroom</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals. Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior. Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Strength - Very high academic expectations for all. Lots of opportunities for student involvement beyond the classroom</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>Strength: Mayer's areas of strength in behavior are that administration consistently seeks feedback and suggestions about how th eprogram is working for the staff and the students. There is a tiered approach.Growth: The school is working to improve consistency in this area. Working on reporting our tiered approach to discipline.</p>	

Oscar F Mayer Elementary School

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

DIMENSION 5: Family and Community Engagement (District Pillar 3)

Typical School	Effective School	Evidence	Rating
Expectations			4
<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Strength: Step-up nights, parent meetings, coffees, LSC meetings, letters home, conferences. Mrs. Konieczny goes above and beyond to clearly communicate with parents and is particularly sensitive to students and families in transition. Communication to parents and staff has increased this year.</p>	
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, and also so that school staff can learn from the families about their child's strengths and needs. 	<p>Strength: The school has been more attentive to parent education this year. Mayer's staff is incredibly effective and reflective on communication with families. The staff at Mayer has many channels of communication. Teachers and staff share expectations, progress, development and accomplishments. There are several parent ed nights to help the parents better understand the curriculum and process. Growth: As a staff we do what is required by CPS but we need to be creative about other ways to reach out to families. Comments should be required on the report card and we should consider extending our time available to parents at conferences.</p>	
Bonding			4
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community - like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes a 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. 	<p>Strength-Walkathon, FOM, parent ed nights, step-up nights, MYP showcase, class trip for 7/8th grades, spaghetti dinner/talent show, awards assemblies, career week, sports teams, lots of parents volunteering not just EC, drama performances, EC concert, EL1 and EL2 performances, Student of the Month, Coffee with Konieczny, open house</p> <p>Growth - attendance at MYP parent ed nights. Encourage increased attendance at parent ed nights</p>	
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. 	<p>Strength - Services/counseling team is willing and open to providing support; definitely for students with IEP's.</p> <p>Growth-Could happen in a more timely manner [services/counseling team]. Too many kids/families, not enough man power. Not sure if families are being "reached out" to. Families in need may feel intimidated to speak up as some family involvement dominates at school.</p>	

Oscar F Mayer Elementary School

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 6: College and Career Readiness Supports (District Pillar 2)	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. 	<p>Strength: Provide opportunities like Career Week, High school fair and regular support by counselor and IB MYP Coordinator to help guide high school and career choices. Early implementation of Common Core and going beyond Common Core through inquiry and differentiation. Child are exposed to different careers through conversation, books, curriculum and Career Week even at an early</p>	
	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. 	<p>Strength - host college and career week for student to meet with professionals and investigate the demands for a college level education. [Annual] high school fair. 8/9 Teacher Network (academic mindsets that can be used through high school and into college years.)</p> <p>Growth - more of a school-wide communication on college readiness requirements. Translating college readiness to all grade levels and subject areas; preparing the child to be whomever he/she is becoming. Thinking past high school (we talk about high school often but not so much about college) we could do better.</p>	
	Enrichment & Extracurricular Engagement			3
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Strength- Sports teams have parent and staff volunteers. A few outside programs: Girls on the Run, Club Bulldog [Right at School]. E2 newspaper, MYP newspaper, yearbook, student council, talent show, Girl Scouts. Student travel.</p> <p>Growth - More clubs/programs to support fine arts. More opportunities for older students beyond sports.</p>	
	College & Career Assessments			N/A
	<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. 	Not Applicable	
College & Career Admissions and Affordability			N/A	
<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. 	Not Applicable		

Oscar F Mayer Elementary School

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
17: Resource Alignment (District Pillar 5)	Transitions ----->			4
	<ul style="list-style-type: none"> • Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> • The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Strength - Step-up nights Our program has/is growing. We’re doing this every year and revisiting how to do it better. 8/9 Teacher Network with University of Chicago, partnering teachers of 8th grade with 9th grade to collaborate and develop strong strategies and mindsets. High school fair.</p> <p>Growth - High school visits with 8th grade students facilitated by the school. Continue visits to next programs during bridging years (ie. K-1, 3rd - 4th, 5th - 6th)</p>	
	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Strength - We do this extremely well even though we may get a lot of push back. Friends of Mayer parent organization. Administration works closely with outside funders to ensure money is being brought in the school and used towards school priorities. Teachers input is valued and prioritized when making decisions about allocation of funds. Money is very focused on students (ie. chrome books). EL1 assistants, arts, RTI, tech support. Purchasing textbooks and resource materials.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>We meet all bullet points listed under and effective school.</p>	

Oscar F Mayer Elementary School

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION	Use of Time ----->			4
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Strength - Math/reading R.T.I., scheduling committee with admin and teachers. Weekly team meetings. Staff and team meetings on a consistent and regular basis. Our schedule is complicated and continues to become more and more so. While the responsibility used to solely administrations, we now have a committee of teachers from each level thinking through how to maximize our time and make the best schedule for everyone.</p> <p>Growth - MYP language acquisitions phases EC time as whole groups [needed] Ways to provide more time for vertical conversations.</p>	

Oscar F Mayer Elementary School

Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

Resources

- [CIWP Instruction Manual](#)
- [\(link to Knowledge Center\)](#)
- [SQRP Resources](#)

Chicago Public Schools Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

School Mission Statement *(Write your Mission Statement in the space provided below)*

Mayer Magnet is dedicated to promoting a holistic education that nurtures and challenges all students to become life long learners with a passion to inquire, think globally, serve others, create, lead and achieve personal excellence.

District Priority Areas and School Strategies

District Priority Area <i>Priorities 1 -3:</i> CCSS Literacy, CCSS Math, and Science. <i>Priorities 4-10:</i> Choose from drop down list of additional District Priority Areas.		Primary SQRP or Other Measure tied to Strategy	Strategy <i>Write in your strategy to address the District Priorities 1-6. Note: A strategy is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior.</i>	Rationale <i>For District Priorities 1-6,</i> describe the rationale for choosing your strategy using evidence from the SEF or Root Cause Analysis. <i>For District Priorities 7-10,</i> briefly describe the programs, services, or systems currently in place that address the District Priority or why the District Priority Area would not be applicable.
1	CCSS Literacy	NWEA Reading Growth & Attainment	Develop a literacy scope and sequence, aligned to the common core, for P - 8 grades with unit designed essential questions and formative assessments (cps quarterly benchmark assessments) that will increase students' regular practice with complex texts and improve students' high level skills.	32% of all children 3rd - 8th grades showed zero or negative growth from the spring to the winter NWEA administration. 4 of the 8 grades showed the highest percentage of zero to no growth in our 4th quartile (lowest achievers) Preschool - 8th grade implement balanced literacy and guided reading groups. School does not currently have a PreK - 8th grade literacy curriculum map tied to formative assessments.
2	CCSS Math	NWEA Math Growth & Attainment	Develop a math scope and sequence (checklists strand and sequence), aligned to the common core, for P - 8 grades with formative assessments (pre and post) that will determine flexible groupings, increase students' targeted instruction and improve skills in highly demanding cognitive tasks.	NWEA data shows a trend of high performing students showing incremental growth in RIT score, and a drop in percentile rank. This leads us to believe that our students need to be challenged more Montessori provides a structure, philosophy and instructional materials to differentiate mathematics. Are we flexibly grouping our students appropriately after giving a pre assessment. Mayer is missing a vertically aligned math scope and sequence aligned to the Common core standards (this exists in various formats at the grade levels.)

Oscar F Mayer Elementary School

Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

Resources

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3	Science	Other Metric (Identify in Rationale)	Develop and implement a scope and sequence Pre K -- 8th grades aligned to the next generation science standards with semester pre and post assessments.	Currently we are not implementing Next Generation Standards consistently throughout the building. Currently we do not have a formative assessment to help inform our science instruction.
4	Diverse Learners*	NWEA Reading Priority Group Growth & Attainment	Develop a professional learning cycle that includes collaboration, planning, and feedback for teachers of diverse learners and administration in order to increase student growth based on goals.	Our special education students lag significantly behind in growth across most grade levels Articulation of students with special needs reading levels is inconsistent across teachers. Our Tier 3 and Tier 2 students are making gains through our RTI program with targeted instruction and weekly assessments.
5	Arts	Other Metric (Identify in Rationale)	Arts rubrics will be developed, modeled and modified after the structure of the MYP rubrics, for Elementary II and used for formative/summative basis.	As a Fine Arts school, it is important to be recognized as a highly qualified in Creative Schools which cannot be achieved without offering a complete program that can assess student progress. Additionally, as an IB MYP school, MYP guidelines require that students be assessed with a specific rubric format. Preparing rubrics for EL2 will better prepare MYP students.
6	Specialized Academic Programs (i.e. Magnet, IB, STEM)	Other Metric (Identify in Rationale)	Obtain formal MYP-IB re-authorization by adhering to the IBO international standards across all 8 courses offered to MYP students that will improve our students exposure and ability to critically think through global issues, increase our students interaction with service learning, make them internationally competitive.	Obtained initial MYP IB authorization 5 years ago. It is our time to be reevaluated through the MYP IB international process.
7	Attendance*	Not Applicable	Not Applicable	Our current attendance is above 95% for the school year.
8	English Learners*	Not Applicable	Not Applicable	Our plan for addressing the needs of the ELL students in the building is embedded in our overall instructional plan.
9	Climate, Culture, and Social and Emotional Learning	Not Applicable	Not Applicable	Our plan is to continue to implement SEL in our building. We also plan to incorporate this directly into our PE plan for delivering services to all of our students.
10	College Access and Persistence	Not Applicable	Not Applicable	As a Montessori/IB school, preparing children for their future is incorporated into the over all mission and vision of the school. This priority is directly embedded in all that we do.

*Refer to CIWP Instruction Manual for requirements on Attendance, DL, and EL District Priority Areas.

Oscar F Mayer Elementary School	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 1 Description	Rationale
<p>Develop a literacy scope and sequence, aligned to the common core, for P - 8 grades with unit designed essential questions and formative assessments (cps quarterly benchmark assessments) that will increase students' regular practice with complex texts and improve students' high level skills.</p>	<p>32% of all children 3rd - 8th grades showed zero or negative growth from the spring to the winter NWEA administration. 4 of the 8 grades showed the highest percentage of zero to no growth in our 4th quartile (lowest achievers) Preschool - 8th grade implement balanced literacy and guided reading groups. School does not currently have a PreK - 8th grade literacy curriculum map tied to formative assessments.</p>

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Establish a committee to analyze the CPS benchmark assessments and develop a quarterly scope and sequence (common google doc template) - by grade level. This group will meet for two consecutive days to complete this task. The scope and sequence will start vertically focusing on first semester.	Not Applicable	Staffing/Resource Allocation	Literacy Committee	July '14	July '14		
ILT to establish an assessment calendar to implement a quarterly benchmark assessment and guidelines/expectations for what is included in the lesson plans for all teachers in regards to literacy	Not Applicable	Instruction	ILT	September '14	October '14		
Literacy committee to research various protocols for reviewing student work/assessments to be implemented at grade level meetings P- 8th grades every 5-6 weeks	Not Applicable	Professional Development	Literacy Committee	September '14	October '14		
Literacy committee to develop a series of professional development workshops focused on lesson design/elements of balanced literacy (using the knowledge center/CPS literacy framework as a tool)	Not Applicable	Professional Development	Literacy Committee	September '14	May '15		
Implement new student work review protocol with the first CPS QBA early november grade level meetings.	Other Target Group	Instruction	Coordinators	November '14	June '15		
Literacy committee to research and develop a system for student goal setting that is developmentally appropriate according the to grade level.	Not Applicable	Professional Development	Literacy Committee	September '14	November '14		
Literacy committee provide a survey to teachers to receive feedback on the new scope and sequence, assessments, and protocols that have been in place since the beginning of the year (takes place January/February '15)	Not Applicable	Instruction	Literacy Committee	January '15	February '15		
ILT puts together a CIWP mid year review presentation including current data, progress, areas of growth to school population and also during the February LSC meeting.	Other Target Group	Professional Development	ILT	December '14	February '15		

Second semester scope and sequence will be flushed out	Not Applicable	Professional Development	Literacy Committee	November '14	January '15		
Literacy committee will survey the staff to provide feedback to the assessments and the scope and sequence	Not Applicable	Instruction	Literacy Committee	May '15	June '15		
Adjustments to the scope and sequence and assessments will be made based on the teachers' feedback.	Not Applicable	Professional Development	Literacy Committee	August '15	September '15		
Implement new scope and sequence and assessments throughout school year.	Not Applicable	Instruction	All Teachers	September '15	June '16		
Grade level meetings will focus on data review, utilizing new student work protocol, once per month.	Other Target Group	Instruction	Coordinators	September '15	June '16		

Oscar F Mayer Elementary School

Resources

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[CIWP Instruction Manual](#)
([link to Knowledge Center](#))

Strategy 2 Description

Rationale

Develop a math scope and sequence (checklists strand and sequence), aligned to the common core, for P - 8 grades with formative assessments (pre and post) that will determine flexible groupings, increase students' targeted instruction and improve skills in highly demanding cognitive tasks.

NWEA data shows a trend of high performing students showing incremental growth in RIT score, and a drop in percentile rank. This leads us to believe that our students need to be challenged more. Montessori provides a structure, philosophy and instructional materials to differentiate mathematics. Are we flexibly grouping our students appropriately after giving a pre assessment.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Identify a math committee that represents all segments of the building. This team will focus on readings of mathematical research and case studies of flexible grouping in math and pull together some research to share with the staff.	Other Target Group	Professional Development	Math Committee	July '14	August '14		
Hold discussions with all math teachers throughout the building to analyze flexible grouping research and put together key take aways.	Not Applicable	Professional Development	Coordinators	September '14	September '14		
Math committee works to create math quarterly checklists that are aligned to the common core standards, sequenced P-8th grades by both strand and sequence.	Not Applicable	Professional Development	Math Committee	July '14	August '14		
Math committee to use Common Core checklists to create a curriculum map (templated on google doc) P-8th grades that includes math textbooks/resources/Montessori works aligned to the curriculum.	Not Applicable	Professional Development	Math Committee	August '14	September '14		
Math committee to explore and review supplemental materials to fill holes in our current math materials at each grade level.	Not Applicable	Instruction	Math Committee	August '14	September '14		
Math committee works to create Common Core aligned assessments for each unit of study p-8th grades. Setting of benchmark levels needed for achievement on each unit of study.	Not Applicable	Instruction	Math Committee	October '14	November '14		
ILT to create a calendar of formative math assessments as well as articulate expectations/guidelines for what needs to be included in lesson plans.	Not Applicable	Instruction	ILT	October '14	October '14		
Implement a new protocol, researched and selected by the math committee, for reviewing student data during grade level meeting on a 5-6 week basis.	Other Target Group	Instruction	Coordinators	November '14	December '14		

Oscar F Mayer Elementary School	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 3 Description	Rationale
<p>Develop and implement a scope and sequence Pre K -- 8th grades aligned to the next generation science standards with semester pre and post assessments.</p>	<p>Currently we are not implementing Next Generation Standards consistently throughout the building. Currently we do not have a formative assessment to help inform our science instruction.</p>

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Create a science committee representative across the grade levels. Science committee meet monthly to review pacing of scope and sequence as well as the data from the formative assessments. Scope and sequence will begin by looking vertically at semester one and then move to semester two.	Not Applicable	Instruction	Administrative Team and Science Committee	July '14	February '16		
Provide collaborative time for team to meet and develop this work.	Not Applicable	Instruction	Administrative Team	July '14	June '16		
Review and create a scope and sequence preschool through 8th grade using next generation, Foss, Montessori, SepUp	Not Applicable	Instruction	Science Committee	July '14	September '14		
Develop a tracking tool for the semester assessment data	Not Applicable	Instruction	Science Committee	October '14	February '15		
Research current resources and create grade level pre and post semester assessments aligned to the scope and sequence.	Not Applicable	Instruction	Science Committee	January '15	July '15		
Provide professional development to help teachers develop their inquiry teaching skills in science	Not Applicable	Professional Development	Science Committee	January '15	June '16		
Research and use reading materials (content based text) to complement science units.	Not Applicable	Professional Development	Science Committee	January '15	June '16		
Wellness and sustainability coordinator to work with Science committee to incorporate real world application to the science content including, earth science, life cycle, etc... (working with our composting, recycling, gardens, chickens and bees)	Not Applicable	Instruction	Wellness and Sustainability Coordinator	September '14	June '15		
Survey students and teachers on experiential learning through the wellness and sustainability applications to assess the student impact of the position for the year.	Not Applicable	Instruction	Wellness and Sustainability Coordinator	May '15	June '15		

Oscar F Mayer Elementary School

Resources

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[CIWP Instruction Manual \(link to Knowledge Center\)](#)

Strategy 4 Description

Rationale

Develop a professional learning cycle that includes collaboration, planning, and feedback for teachers of diverse learners and administration in order to increase student growth based on goals.

Our special education students lag significantly behind in growth across most grade levels
 Articulation of students with special needs reading levels is inconsistent across teachers.
 Our Tier 3 and Tier 2 students are making gains through our RTI program with targeted instruction and weekly assessments.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Identify a sub committee to research new progress monitoring tools specifically for fluent readers that lag behind on reading level and struggle with comprehension	Diverse Learners	Instruction	Administrative Team	July '14	December '14		
Progress monitoring throughout the school year. Special education students will be assess biweekly (TRC/Dibels - K - 3rd, 4th - 8th - RAZ, Reading a-z, fluency kits, or researched assessments, Aims Web)	Diverse Learners	Instruction	SPED Teachers and Case Manager	August '14	June '16		
Identify biweekly Special education collaborative meetings. Review student work from weekly assessments and plan for instruction	Diverse Learners	Instruction	Administrative Team	August '14	June '16		
Reach out to other schools that are having success with their special education students for best practices and site visits.	Diverse Learners	Professional Development	Counselor/Case Manager and SPED team	October '14	June '15		
Administration monitor instructional plans and observations honed in on instruction tailored to data	Diverse Learners	Other	Administrative Team	August '14	June '15		
Provide opportunities for peer observations - special education teachers to see each other as well as general education classrooms and vice versus	Diverse Learners	Professional Development	Administrative Team and SPED teachers	November '14	June '16		
Administration will conduct IEP reviews to ensure that goals are being adapted and created based on accurate academic data that has been collected over time	Diverse Learners	Instruction	Administrative Team	September '14	May '15		
Administrative team will participate in IEP meetings throughout the school year. At least 2 IEP meetings per month	Diverse Learners	Instruction	Administrative Team	September '14	May '15		

Oscar F Mayer Elementary School

Resources

Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.

[CIWP Instruction Manual \(link to Knowledge Center\)](#)

Strategy 5 Description

Rationale

Arts rubrics will be developed, modeled and modified after the structure of the MYP rubrics, for Elementary II and used for formative/summative basis.

As a Fine Arts school, it is important to be recognized as as highly qualified in Creative Schools which cannot be achieved without offering a complete program that can assess student progress. Additionally, as an IB MYP school, MYP guidelines require that students be assessed with a specific rubric format. Preparing rubrics for EL2 will better prepare MYP students.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Provide collaborative time for the fine arts team to review the new National Arts Standards.	Not Applicable	Professional Development	Administrative Team and Fine Arts Team	August '14	June '16		
Explore the new MYP rubric and look for ways to modify it appropriately for the lower grade levels.	Not Applicable	Instruction	Fine Arts Team	January '15	June '16		
Review scope and sequence grounded in the national standards across the art forms.	Not Applicable	Instruction	Fine Arts Team	January '15	June '16		
Modify rubrics to fit different grade levels	Not Applicable	Instruction	Fine Arts Team	January '15	June '15		
Identifying/developing national arts standards assessments that will be used (process journal, performances, etc...)	Not Applicable	Instruction	Fine Arts Team	April '15	June '16		
Plan time for E2 and Fine Arts teachers to meet to discuss rubrics students are currently familiar with.	Not Applicable	Instruction	Fine Arts Team and EL2 Team	January '15	June '16		
Fine Arts teachers meet with scheduling committee to map a school wide scope and sequence for scheduling arts classes.	Not Applicable	Instruction	Scheduling Committee and Fine Arts Team	March '15	June '16		
Plan specific dates, at least twice per quarter, to evaluate the effectiveness of the new rubrics.	Not Applicable	Instruction	Fine Arts Team	June '15	June '16		
Coordinator and administrative team will provide targeted feedback regarding these rubrics during the REACH process for the school year.	Not Applicable	Instruction	Administrative team and Coordinators	September '14	May '15		
Arts committee and administrative team to reflect and refine the tools mid year to make any revisions needed for the second semester.	Not Applicable	Instruction	Administrative team and Fine Arts Team	December '14	January '15		

Oscar F Mayer Elementary School	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category 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.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 6 Description	Rationale
<p>Obtain formal MYP-IB re-authorization by adhering to the IBO international standards across all 8 courses offered to MYP students that will improve our students exposure and ability to critically think through global issues, increase our students interaction with service learning, make them internationally competitive.</p>	<p>Obtained initial MYP IB authorization 5 years ago. It is our time to be reevaluated through the MYP IB international process.</p>

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Unit-planning process to include global contexts, key concepts and related concepts.	Not Applicable	Instruction	MYP Teachers and MYP Coordinator	July '14	July '15		
The published MYP objectives are used and assessed for each subject group and in each year of the programme.	Other Target Group	Instruction	MYP Teachers and MYP Coordinator	July '14	June '15		
The school adapts its documented planning of Approaches to Learning skills to the new MYP guidelines.	Not Applicable	Instruction	MYP Teachers and MYP Coordinator	November '14	June '15		
Parent communication and education regarding changes to the MYP in terms of unit planning, assessment and service learning are communicated through parent groups, updated literature and parent education nights.	Not Applicable	Parental Involvement	MYP Teachers and MYP Coordinator	July '14	July '15		
<p>Creation or review of the following documents to verify compliance with MYP requirements.</p> <ul style="list-style-type: none"> Academic Honesty Policy - review School Brochure and Literature - review Language Policy - create Assessment Policy - create Special Needs Learners Policy - review IB Report Cards - create Standardization of Assessment - review 	Not Applicable	Instruction	MYP Teachers and MYP Coordinator	July '14	December '14		
Students in Year 3 of the programme complete the service learning project, Choosing to Participate, according to the MYP requirements.	Other Target Group	Instruction	MYP Teachers and MYP Coordinator	November '14	June '15		
Mayer will measure the progress of this goal through the formal feedback procedure established and monitored through the IB of Americas (includes submission of documents and a site visit evaluation)	Not Applicable	Instruction	MYP Teachers and MYP Coordinator	September '14	June '15		
Team will reflect on the authorization process that occurred, and spend time to make any needed revisions to our program per the feedback received from IB	Not Applicable	Instruction	MYP Teachers and MYP Coordinator	June '15	July '15		

Continue cycle of unit reflections throughout the following school year.	Not Applicable	Instruction	MYP Teachers and MYP Coordinator	September '15	May '16		

Parent Involvement Policy and Parent Compact

Oscar F Mayer Elementary School

School ID: 610059

Network: Network 4

Oracle ID: 24401

ISBE ID: 150162990252337

Date of Completion (mm/dd/yyyy):

Instructions: If receiving NCLB Title I funds, the Parent Involvement Policy and Parent Compact form must be completed and approved by your Parent Advisory Council on an annual basis. Sections included: Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Parent Involvement Policy

Directions: Please read each statement and describe how each will be accomplished at your school.

1. Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

2. The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

3. Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

4. At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

5. Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

6. Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

7. Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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Date of Completion (mm/dd/yyyy):

8. Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

9. Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

10. Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

11. Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

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Policy Implementation Activities

Directions: Check the box to indicate planned implementation of the activity

1. The LSC will approve the school improvement plan and monitor the CIWP.

2. In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

3. The school will coordinate the parent involvement programs identified in the CIWP.

4. The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

5. Please explain any non-compliant responses (unchecked boxes):

School-Parent Compact

The school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The following are components in this compact, please describe how each item will be accomplished.

1. The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

2. The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

3. The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

4. The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

5. The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

6. The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

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TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Date of Completion (mm/dd/yyyy):

7. The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

8. The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).