# CIWP

**2012-2014 Continuous Improvement Work Plan**

**Ames Middle School**

Fullerton Elementary Network

1920 N Hamlin Ave Chicago, IL 60647

ISBE ID: 150162990252912

School ID: 609780

Oracle ID: 41111

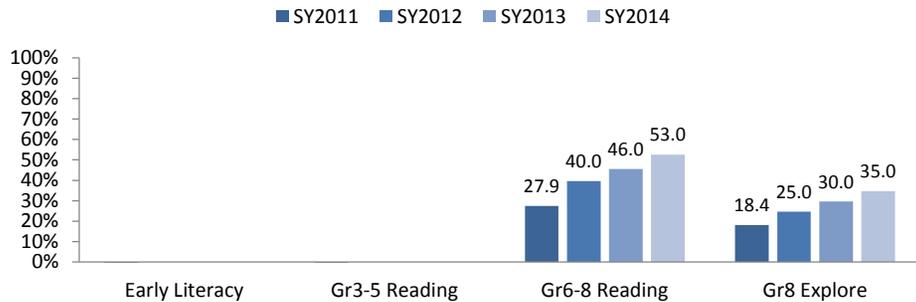CHICAGO PUBLIC SCHOOLS | CPS

## Mission Statement

In active collaboration with families, community and partners, Ames provides a student-centered learning environment where all students are supported and challeneged to achieve high levels of personal and academic success.
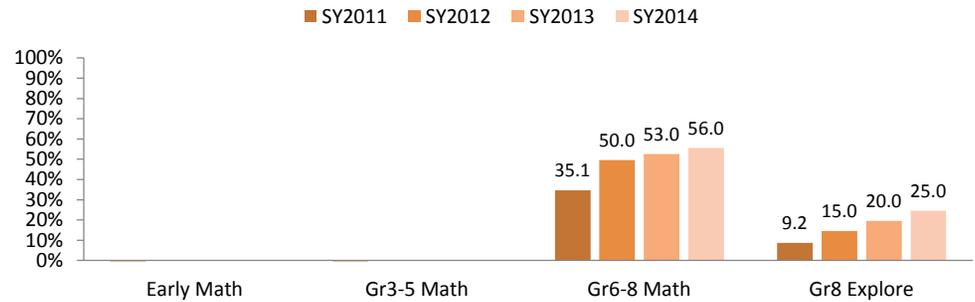
## Strategic Priorities

1. Increase H.S. and College readiness as measured by Explore.

2. Improve School Culture and Climate

3. H.S. Algebra readiness for 7th grade students; HS Algebra earned credit for 8th grade students

## School Performance Goals

### Literacy Performance Goals

■ SY2011  ■ SY2012  ■ SY2013  ■ SY2014

| | Early Literacy | Gr3-5 Reading | Gr6-8 Reading | Gr8 Explore |
|---|---|---|---|---|
| SY2011 | | | 27.9 | 18.4 |
| SY2012 | | | 40.0 | 25.0 |
| SY2013 | | | 46.0 | 30.0 |
| SY2014 | | | 53.0 | 35.0 |

### Math Performance Goals

■ SY2011  ■ SY2012  ■ SY2013  ■ SY2014

| | Early Math | Gr3-5 Math | Gr6-8 Math | Gr8 Explore |
|---|---|---|---|---|
| SY2011 | | | 35.1 | 9.2 |
| SY2012 | | | 50.0 | 15.0 |
| SY2013 | | | 53.0 | 20.0 |
| SY2014 | | | 56.0 | 25.0 |

Date Stamp November 22, 2012

# Continuous Improvement Work Plan
## 2012 - 2014

**CIWP**

**CHICAGO PUBLIC SCHOOLS | CPS**

## 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: | Ames Middle 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 |
|---|---|
| Turon Ivy | Principal |
|  | Assistant Principal |
| Shanelle Andrews | Classroom Teacher |
| Megan Fritz | Classroom Teacher |
| Jose Jaramillo | Classroom Teacher |
| Veronica McDaniel | Classroom Teacher |
| Lynette Mendoza | Classroom Teacher |
| Margaret Huebner | LSC Member |
|  |  |
|  |  |
|  |  |
|  |  |

## 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 | NDA | | | | | **Early Math** % of students at Benchmark on mClass | NDA | | | |
| **3rd - 5th Grade** | | | | | | | | | | |
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | NDA | | | | | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | NDA | | | |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | NDA | | | | | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | NDA | | | |
| **6th - 8th Grade** | | | | | | | | | | |
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 27.9 | 40.0 | 46.0 | 53.0 | | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 35.1 | 50.0 | 53.0 | 56.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 51.1 | 56.0 | 59.0 | 62.0 | | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 76.8 | 90.0 | 95.0 | 100.0 |
| **8th Grade** | | | | | | | | | | |
| **Explore - Reading** % of students at college readiness benchmark | 18.4 | 25.0 | 30.0 | 35.0 | | **Explore - Math** % of students at college readiness benchmark | 9.2 | 15.0 | 20.0 | 25.0 |

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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 | 94.3 | 95.0 | 95.5 | 96.0 | **Misconducts** Rate of Misconducts (any) per 100 | 5.3 | 4.0 | 3.5 | 3.0 |

# 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 | 69.7 | 76.0 | 82.0 | 87.0 | | **ISAT - Reading** % of students exceeding state standards | 3.0 | 4.5 | 6.0 | 10.0 |
| **ISAT - Mathematics** % of students meeting or exceeding state standards | 70.8 | 75.0 | 81.0 | 88.0 | | **ISAT - Mathematics** % of students exceeding state standards | 14.5 | 20.0 | 27.0 | 35.0 |
| **ISAT - Science** % of students meeting or exceeding state standards | 63.0 | 68.0 | 74.0 | 81.0 | | **ISAT - Science** % of students exceeding state standards | 3.5 | 5.0 | 9.0 | 12.0 |

## 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*** | -------------------------------------------------------------------------------------------------> | | **2** |
| | • The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.<br>• The school has a plan but may have too many competing priorities. | • The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.<br>• 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. | School has established goals for district determined interim/formative assessments NWEA.  Continue partnership with Gear-Up through NEIU.  Clear goals set by ILT targeted to: Student protocols for goal setting evident in classrooms. | |
| | ***Principal Leadership*** | -------------------------------------------------------------------------------------------------> | | **2** |
| | • 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.<br>• Principal monitors instructional practice for teacher evaluations.<br>• School-wide or class specific vision is not consistently focused on college and career readiness..<br>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | • Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership<br>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.<br>• 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.<br>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | Professional learning tied to College and Career Readiness, Bilingual Education (QTEL), and Common Core (Early Adpotor Support School). Principal and leadership team provide professional development aligned to instructional goals and school-wide instructional program. Principal participates in grade level team meetings.  Grant writing opportunities are encouraged.  Community relationships and resources are strengthened:especially Gear-UP/NEIU | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Teacher Leadership* | --------------------------------------------------------------------------------> | | **2** |
| • A core group of teachers performs nearly all leadership duties in the school.<br>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.<br>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):<br>-ILT membership<br>-Grade/Course team lead<br>- RtI team<br>-Committee chair or membership<br>-Mentor teacher<br>-Curriculum team<br>-Coach<br>-Family liaison<br>-Data team<br>-Bilingual lead<br>-SIPAAA/CWIP team<br>-Union representative<br>-Grant writer<br>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings<br>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | Teachers met in Departments to align classroom practice to curriculum maps and develop Unit Plans aligned to the Common Core. Teachers actively participate in coaching and internal coaching through school. Teachers actively engaged in grade level collaboration around behavior and student incentives and instructional goals. Teachers engaged in progress monitoring and after school tutoring. Teachers will actively implement RTI. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instructional Leadership Team (ILT)* | | ------------------------------------------------------------------------------------> | **2** |
| • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.<br>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.<br>• 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.<br>• ILT engages in changes to practice in response to voiced concerns.<br>• ILT analyzes student test data if new data is available. | • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.<br>• The ILT leads the work of improving teaching and learning school-wide<br>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.<br>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.<br>• 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.<br>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | ILT will consistently disseminate and support data conversations and instructional goals in Department and grade level meetings. ILT will use instructional and interim assessment data to determine focus and needs for professional development and facilitate protocols for student goal-setting. | |
| *Monitoring and adjusting* | | ------------------------------------------------------------------------------------> | **3** |
| • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | Interim assessment data will be meaningfuly analyzed by ILT and classroom teachers to drive instructional practice. The school will expand their use of data to provide additional support on targeted strategies (College Readiness Standards / EPAS), to drive instructional decisions in the classroom. Teachers will explore/deepen cross curriculum departmental collaboration. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 2: Core Instruction** | ***Curriculum*** | ----------------------------------------------------------------------------------------> | | **2** |
| | • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.<br>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.<br>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.<br>• Short- and long-term plans do not consistently differentiate by learner need. | • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.<br>• Each grade level or course team develops/uses common units of instruction aligned to the standards.<br>• 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.<br>• 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. | Departmentalized structure. Math department uses pacing guide for Connected Math / HS Alegebra (CMSI). Science team collaborates on pacing on curriculum. Language Arts and History teams develop standards-based instructional units with common assessments based on ISAT and Explore mapping of standards. Each grade level team collaborates to ensure successful implemention of CCSS. | |
| | ***Instructional materials*** | ----------------------------------------------------------------------------------------> | | **2** |
| | • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.<br>• Instructional materials support a general curriculum with little differentiation for student learning need. | • Each grade level or course team has a set of instructional materials that are aligned with standards.<br>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | Variety of non-fiction and resources are in use in classrooms. Spanish language materials are provided to students. Material/test used for instruction exposes all students to grade-level of complexity and informational texts to at lease to the CCSS recommended levels by grade band. Materials/text include the supports necessary to ensure that students with disabilites and ELL's are able to gain core content knowledge  and skills. | |

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

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|---|---|---|---|
| *Assessment* | ------------------------------------------------------------------------------------> | | **2** |
| • 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.<br>• 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.<br>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.<br>• Most assessments are designed to be identical for all students, without accommodation for learner need. | • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.<br>• 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.<br>• 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).<br>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | School wide data collection is frequent and timely.  Teachers will use the data analysis for instructional planning, accommodations and modifications, ensuring that all students are able to appropriately acquire and demonstrate their knowledge and skills.  Differentiation, in instruction and assessment,  will be used to meet individual student needs. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instruction* | ---------------------------------------------------------------------------------------> | | **2** |
| • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.<br>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.<br>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.<br>• Formative assessment during instruction is used occasionally or inconsistently between teachers. | • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.<br>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.<br>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.<br>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.<br>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | Teachers are explicit and intentional about learning expectations for students. Scaffolding is inconsistent, but teachers are developing increased capacity. Teachers will be encouraged and trained to include high-level questioning techniques to develop deeper student thinking and understanding.  Teachers will regulary use formative assessments to monitor progress to  meet the needs of all students. Both whole and small group instruction will be used to reach all students at all levels. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **Intervention** | ----------------------------------------------------------------------------------------> | | **2** |
| • Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | • The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.<br>• The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.<br>• 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.<br>• 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<br>• Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | Teachers are active with the RtI process and meet regulary to discuss individual student intervention progress. Teachers are actively engaged in progress monitoring, but at times inconsistent if class is "on pace." Interventions include in-class, small group, push-in and outside the classroom and extended school day for student intervention models. | |
| **Whole staff professional development** | ----------------------------------------------------------------------------------------> | | **3** |
| • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.<br>• Quality, effectiveness or relevance of professional development is not monitored. | • The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.<br>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).<br>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | Professional development is aligned to school-wide priorities: Professional development will be monitored and systematic, it will include job embedded, revelant strategies for teachers and will be supported with additional monitoring and coaching. | |

*Professional Learning*

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|---|---|---|---|---|
| **DIMENSION 3:** | *Grade-level and/or course teams* | ------------------------------------------------------------------------------------------> | | **2** |
| | • 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.<br>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.<br>• Ownership for student learning results lies primarily with individual teachers.<br>• 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.<br>• There are meeting agendas, but no clear protocols or norms for discussion. | • Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.<br>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.<br>• Teacher teams share ownership for results in student learning.<br>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.<br>• Teams are supported by an ILT member, team leader, or "expert", as appropriate.<br>• Teachers have protocols or processes in place for team collaboration. | Grade level teams are generally in focus and largely meet to determine behavior and incentive initiatives. Departmental meetings (Math / Science, Reading / History) are much more focused on instructional goals and curriculum development and classroom implementation. Planning between Bilingual, Special Ed and General Ed teachers collaborate and co-plan for instruction. ILT members/Specialists often support all planning efforts. Protocals are in place for every meeting. | |
| | *Instructional coaching* | ------------------------------------------------------------------------------------------> | | **1** |
| | • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.<br>• Formal support for new teachers comes from district-sponsored induction.<br>• Professional development decisions are not systematized and left to teacher initiative/discretion.<br>• Teachers occasionally receive quality feedback to support individual growth.<br>• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. | • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.<br>• New teachers are provided with effective induction support.<br>• Teachers have individual professional development plans tailored to their needs.<br>• Teachers consistently receive quality feedback that supports their individual growth.<br>• Peer coaching and cross classroom visitation is also used as a form of coaching. | Peer observation is supported and encouraged and occasionally occurs. New teachers are provivided a peer-mentor/ILT member. Informal coaching and observation occurs through grade level partners. | |

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|---|---|---|---|---|
| **DIMENSION 4:Climate and Culture** | *High expectations & College-going culture* | ---------------------------------------------------------------------------------------------------------------------------------------------------> | | **2** |
| | • Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | • Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.<br>• The school has developed and is executing an intentional plan to build and maintain a college-going culture.<br>• Every student has opportunities for authentic leadership and student voice | Avid is available school-wide. College tours and visits through community and partnerships happen a minimum of 2 times per year. Frequent parent meetings and informaitional sessions on college readiness, high school readiness, FAFSA and finacial planning for college are offered.  Many staff members reinforce school efforts and expectations for all students to attend college and meet career ready standards.  High School Fair is held for all students to explore high school opportunities. | |
| | *Relationships* | ---------------------------------------------------------------------------------------------------------------------------------------------------> | | **2** |
| | • Some students form bonds with adult advocates.<br>• Patterns of interaction between adults and students and among students are inconsistent..<br>• Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.<br>• Student home language and culture is often overlooked. | • All students have an adult advocate who cares about them deeply and supports them in achieving their goals<br>• Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior<br>• Students with disabilities are engaged in the school community, including both physical and social integration.<br>• Students' classroom experiences demonstrate value of home language and culture. | Teachers are nurturing and caring. In addition to social worker, there is a therapist in partnership with Illinois Masonic available to students.. Misconducts and referrals have dramatically decreased. Special education and ELL students are included in all aspects inthe educational experience. | |
| | *Behavior& Safety* | ---------------------------------------------------------------------------------------------------------------------------------------------------> | | **3** |
| | • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.<br>• School environment occasionally leads to situations un-conducive to learning. | • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.<br>• Staff establishes and maintains a safe, welcoming school environment. | School climate is focused on learning. Students are coached and understand behavior expectations.  Referrals and severe misconducts. Staff establishes a safe and welcoming school environment. | |

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|---|---|---|---|---|
| **DIMENSION 5: Family and Community Engagement** | ***Expectations*** | ------------------------------------------------------------------------------> | | **2** |
| | • Principal provides information to families on school performance in response to parent requests.<br>• Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.<br>• Families can learn about the transition process if they reach out to the school for information. | • Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.<br>• 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.<br>• Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | Principal or designee meets weekly with parents (Café y conversation). Strong and active partnership with community (Logan Square Neighborhood Association). Monthy meetings with NCLB, BAC and LSC. | |
| | ***Ongoing communication*** | ------------------------------------------------------------------------------> | | **2** |
| | • Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | • Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | Weekly Café y conversation 'Table talk" with principal or administrative designee. Open door policy. Home visits and coodination with Parent Ambassadors and Parent Mentors. Computers are available for parents to use during the school day. Parents have been trained on the use of Parent Portal | |
| | ***Bonding*** | ------------------------------------------------------------------------------> | | **2** |
| | • The school has a business-like atmosphere.<br>• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | • The school establishes and non-threatening, welcoming environment.<br>• The principal leads the work to empower and motivate families and community to become engaged.<br>• 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. | Most after school and parent events are coordinated at at the school by LSNA / Elev8 program. Staff participates with many after school activities.  Partents have many opportunities to volunteer in the the school. | |

Date Stamp November 22, 2012

## 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 |
|---|---|---|---|
| **_Specialized support_** | -------------------------------------------------------------------------------------------> | | **2** |
| • School provides required services to students within the school building/typical school hours. | • School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | Parent mentors, full service Prime Care Clinic, licensed therapist, financial support speciallist, food and clothing shelter, caring staff. Many after school programs and social services are available to our families on an "as needed" basis. | |
| **_College & Career Exploration and election_** | -------------------------------------------------------------------------------------------> | | **3** |
| • Information about college or career choices is provided. | • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | 1,500+ High school applications submitted from Ames. High school and college tours. Career library and school-wide AVID. We provide on going exposure to high school and college options that connect and prepare our students for their futures. | |
| **_Academic Planning_** | -------------------------------------------------------------------------------------------> | | **3** |
| • Support for college and career planning is provided for some students.  Information and opportunities to explore paths of interest are limited.<br>• The school encourages high performing students to plan on taking advanced courses. | • The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.<br>• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | Career library, AVID, college readiness resources and programs are available.  All teachers and staff align student expectations to college and career. Special Community partnership around college tours and career. Special communtiy partnership around college tours and career readiness. | |
| **_Enrichment & Extracurricular Engagement_** | -------------------------------------------------------------------------------------------> | | **3** |
| • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | Full after school and extra-curricular program in partnership with Logan Square Neighborhood Association. Tutoring, arts, athletics, personal development, field trip, engage and enhance our curricular program. | |

_N 6: College and Career Readiness Supports_

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSIO** | *College & Career Assessments* | --------------------------------------------------------------------------------------> | | |
| | • Students do not participate in college and career ready assessments | • The school promotes preparation, participation, and performance in college and career assessments. | School invested in pratice Explore and used data to drive instructional decisions on a student-by-student basis for the "live" Explore. All students participated as well as all teachers in data analysis and action planning. | |
| | *College & Career Admissions and Affordability* | --------------------------------------------------------------------------------------> | | 3 |
| | • Students in 11th and 12th grade are provided information on college options , costs and financial aid. | • The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | Planning meetings with parents about FAFSA and the cost of college including saving plans. Yes-at a middle school!!! | |
| | *Transitions* | --------------------------------------------------------------------------------------> | | 2 |
| | • Transitions between key grades provide families with the required minimum paperwork/information. | • The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.<br>• (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. | Leadership is strengthening transitions into Ames by the emementary feeder schools. Two full-time staff (one a parent) assigned to do HS readiness and transition for students to high school. | |

Date Stamp November 22, 2012

## 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** |
| | • School discretionary funding is inconsistently aligned to identified needs and priorities.<br>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.<br>• Funding of non-priority initiatives is common throughout the year. | • School allocates discretionary spending to align with identified needs and strategic priorities.<br>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.<br>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | Discretionary spending is largely allocated for teaching and support postions that align with identified need strategies and priorities. Educational supplies and support material to develop a non-fiction library are aligned to school goals. Funds used to supply AVID material for all students. Our ouside community parternerships extend our resources to meet student and family needs. School resources are used for achievement growth necessary for every student to graduate college and become career ready. | |
| | **Building a Team** | ------------------------------------------------------------------------------------> | | **3** |
| | • Hiring is conducted after a vacancy or expected vacancy is identified.<br>• All or nearly all applicants have little to no prior connection to the school.<br>• 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.<br>• Grade/course teams are not intentionally designed. | • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.<br>• School actively works to build a pool of potential staff members through internships and part-time work.<br>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.<br>• Grade/course teams are assembled to include the needed combination of knowledge and expertise. | Actively participating in New Teacher Mentor program and partnership with Northeastern. No vacancies in instructional staff. Rigorous interview process. All teachers are certified in core content areas. Grade/subject teams are created to blend a successful combination of knowledge and expertise. | |
| | **Use of Time** | ------------------------------------------------------------------------------------> | | **3** |
| | • School schedule is designed based on number of minutes per subject or course.<br>• Teacher collaboration time is limited or occurs only before/after school.<br>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | • School designs a "right fit" schedule based on student needs and school-wide growth goals.<br>• The school schedule allows for regular, meaningful collaboration in teacher teams.<br>• Struggling students receive structured intervention in dedicated blocks. | Daily 60 minute teacher planning. Weekly departmental meetings. Weekly grade level meetings. Instructional time is prioritized for literacy and math. Self contained and inclusion time is provided for students with IEPs. School schedule is designed with a focus on student needs and school wide educational priorities. | |

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

In active collaboration with families, community and partners, Ames provides a student-centered learning environment where all students are supported and challeneged to achieve high levels of personal and academic success.

## Strategic Priorities

| # | **Priority Description**: Write in the description of your priority. | **Rationale:** Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | Increase H.S. and College readiness as measured by Explore. | 18.4% of 8th graders met benchmark in reading, 9.2% met in math as measured by Explore |
| 2 | Improve School Culture and Climate | As reported in "My Voice, My School Survey" School and Culture is not yet organized. |
| 3 | H.S. Algebra readiness for 7th grade students; HS Algebra earned credit for 8th grade students | 35% of students were at or above grade level in Math as measured by Interim Assessment |
| 4 | Optional | |
| 5 | Optional | |

## Strategic Priority 1

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

| Strategic Priority Description | Rationale |
|---|---|
| Increase H.S. and College readiness as measured by Explore. | 18.4% of 8th graders met benchmark in reading, 9.2% met in math as measured by Explore |

## Action Plan                                                                    Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Teachers have PD to build on CRS | Professional Development | All | Principal / AP | Quarter 1 | Quarter 1 | | |
| Practice Explore I as administered | Supplies | All | ILT | Quarter 1 | Quarter 1 | | 7th and 8th grade take practice |
| Teachers use data to develop learning plans | ILT/ Teacher Teams | All | ILT / Department Chairs | Quarter 1 | Quarter 2 | | Use Explore I data |
| Teacher teams build progress monitoring around learning plans | ILT/ Teacher Teams | All | Department Chairs | Quarter 1 | Quarter 2 | | |
| PUSH Academies / Tutoring after school around goals | After School/ Extended Day | Other student group | Teachers | Quarter 1 | Quarter 2 | | |
| Practice Explore II is administered | Supplies | All | ILT | Quarter 3 | Quarter 3 | | |
| Teachers use data to develop learning plans | ILT/ Teacher Teams | All | ILT / Department Chairs | Quarter 3 | Quarter 4 | | Use Explore II data |
| Teacher teams build progress monitoring around learning plans | ILT/ Teacher Teams | All | Department Chairs | Quarter 4 | Quarter 4 | | |
| PUSH Academies / Tutoring after school around goals | After School/ Extended Day | Other student group | Teachers | Quarter 3 | Quarter 4 | | |
| STUDENT GOAL SETTING | Instruction | All | Teachers | On-going | On-going | | Data shared with students; set student and class goals around Explore / Scantron data |
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## 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 |
|---|---|
| Improve School Culture and Climate | As reported in "My Voice, My School Survey" School and Culture is not yet organized. |

## Action Plan

## Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Revision of Common Core Unit Plans (LA/Histroy) | Instruction | All | Department Chair | Summer 2012 | On-going | | Ambitious Instruction , collaborative teaching |
| Revision of Curriculum Map using ISAT / EXPLORE | ILT/ Teacher Teams | All | Department Chair | Summer 2012 | Summer 2012 | | Ambitious Instruction , collaborative teaching |
| Organization of Leveled Materials and Library | Instructional Materials | All | Librarian | Summer 2012 | Summer 2012 | | Ambitious Instruction , collaborative teaching |
| Revision of "backwards designed" unit assessments | Professional Development | All | Department Chair | Summer 2012 | On-going | | Ambitious Instruction , collaborative teaching |
| Hire Curriculum Coach (Literacy) | Staffing | All | Principal | Summer 2012 | Summer 2012 | | Ambitious Instruction , collaborative teaching |
| Revise Progress Monitoring Instrument for on-going measure of student progress | ILT/ Teacher Teams | All | Department Chair | Summer 2012 | On-going | | Ambitious Instruction , collaborative teaching |
| PUSH academies targeted to specific student learning needs | After School/ Extended Day | All | Administration | Quarter 1 | On-going | | Ambitious Instruction , collaborative teaching |
| Involving Families via increased communication | Parental Involvement | All | Administration | Quarter 1 | On-going | | |
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## Strategic Priority 2

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Date Stamp November 22, 2012

## 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 |
|---|---|
| H.S. Algebra readiness for 7th grade students; HS Algebra earned credit for 8th grade students | 35% of students were at or above grade level in Math as measured by Interim Assessment |

## Action Plan                                                                    Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Pre-Assess all 7th grade students fro HS Algebra readiness | Instruction | All | Department Chair | Quarter 1 | On-going | | Progress monitor students on a weekly basis that is directly aligned to current IL Standards (2013) Common Core Standards(2014) |
| Ovrlay Algebra Readiness on Connected Math scope/sequence to determine modifications of scope | ILT/ Teacher Teams | All | Department Chair | Summer 2012 | Summer 2012 | | Design a pretest for Algebra aligned to standards |
| Organization of Leveled Materials and Library | Instructional Materials | All | Librarian | Summer 2012 | Summer 2012 | | |
| Develop pacing guide for Science using  Explore (CRS) / critical thinking, graphic representations / Algebra Readiness | Professional Development | All | Department Chair | Summer 2012 | Summer 2012 | | Math concepts will be aligned into Sceicne as much as possible i.e. evaluating graphs, formulas |
| Hire Curriculum Coach | Staffing | All | Principal | Summer 2012 | Summer 2012 | | |
| H.S. Algebra Pre-Test for all entering 7th grade students | Instruction | All | Department Chair | Quarter 1 | Quarter 1 | | Motivate all year long regarding H.S. Algebra credit |
| Continuous PD on Connected Math Curriculum; have teachers effectively implement materials i.e. Stay on pace, Align to standards | Professional Development | All | Department Chair | Quarter 1 | On-going | | |
| PUSH academies targeted to specific student learning needs | After School/ Extended Day | All | Administration | Quarter 1 | On-going | | Use of EXPLORE / Scantron data to ensure H.S. readiness; Continuous monitoring will move our students to exceeds |
| Administer 8th grade practice Algebra test 4-times per year | Instruction | All | Department Chair | Quarter 1 | Quarter 4 | | Once in each quarter for all 8th grade students |
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## Strategic Priority 3

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## Strategic Priority 4

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

| Strategic Priority Description | Rationale |
|---|---|
| | |

## Action Plan                                          Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
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## Strategic Priority 5

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

| Strategic Priority Description | Rationale |
|---|---|
| | |

## Action Plan      Monitoring

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