CIWP

2012-2014 Continuous Improvement Work Plan

LaSalle Elementary Language Academy

Fullerton Elementary Network

1734 N Orleans St Chicago, IL 60614

ISBE ID: 150162990252306

School ID: 610033

Oracle ID: 29161

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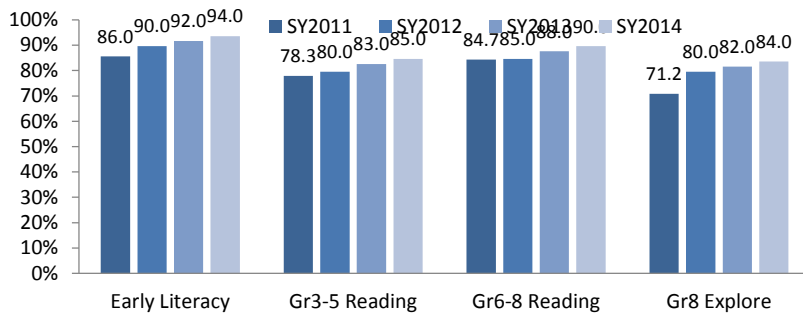
Mission Statement

The LaSalle Language Academy's mission is to serve as an international forum for ideas where students, teachers, parents, and members of the community collaborate to seek solutions that make our world a better place. The world language program serves as the cornerstone of an engaging, integrated curriculum. The LaSalle academic program inspires all students to achieve excellence.
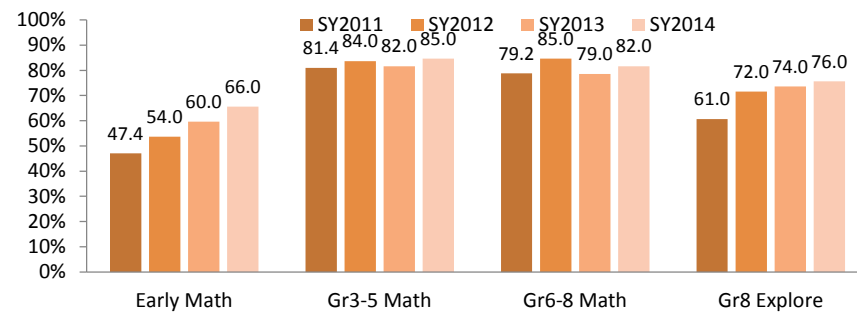
Strategic Priorities

1. School-wide curriculum alignment to the new Common Core State Standards

2. School-wide systematic support for social emotional learning

3. The school and the PTA will work together to sustain and increase parent and community involvement.

4. Increase the schedules' flexibility to provide electives.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 86.0, 90.0, 92.0, 94.0
- Gr3-5 Reading: 78.3, 80.0, 83.0, 85.0
- Gr6-8 Reading: 84.7, 85.0, 88.0, 90.0
- Gr8 Explore: 71.2, (—), 80.0, 82.0, 84.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 47.4, 54.0, 60.0, 66.0
- Gr3-5 Math: 81.4, 84.0, 82.0, 85.0
- Gr6-8 Math: 79.2, 85.0, 79.0, 82.0
- Gr8 Explore: 61.0, 72.0, 74.0, 76.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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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:	LaSalle Elementary Language Academy

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Elisabeth Heurtefeu	Principal
Leslie Schermerhorn	Assistant Principal
June Andalcio	Lead/ Resource Teacher
Drinan George	Counselor/Case Manager
Lynn Logan	Special Education Faculty
Kimberly Miller	Classroom Teacher
Kirsten Surbaugh	Classroom Teacher
Ms. Veitch	Lead/ Resource Teacher
Ms. Harris	Parent/ Guardian
Mr. Thomas	LSC Member
Mr. Shakelton	Parent/ Guardian
Ms. Walker	Parent/ Guardian

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	86.0	90.0	92.0	94.0	**Early Math** % of students at Benchmark on mClass	47.4	54.0	60.0	66.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	78.3	80.0	83.0	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	81.4	84.0	82.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.7	75.0	77.0	79.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	76.4	85.0	87.0	89.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	84.7	85.0	88.0	90.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	79.2	85.0	79.0	82.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	76.5	85.0	87.0	89.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	73.2	85.0	87.0	89.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	71.2	80.0	82.0	84.0	**Explore - Math** % of students at college readiness benchmark	61.0	72.0	74.0	76.0

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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	96.8	96.5	96.8	97.0	**Misconducts** Rate of Misconducts (any) per 100	7.0	5.0	4.0	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	94.8	95.0	95.2	95.5		**ISAT - Reading** % of students exceeding state standards	49.5	52.0	54.0	56.0
ISAT - Mathematics % of students meeting or exceeding state standards	96.9	97.0	97.2	97.4		**ISAT - Mathematics** % of students exceeding state standards	55.5	57.0	59.0	61.0
ISAT - Science % of students meeting or exceeding state standards	91.4	93.0	94.0	95.0		**ISAT - Science** % of students exceeding state standards	39.8	45.0	47.0	49.0

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LaSalle Elementary Language Academy

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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
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• 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.	• 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.	. The school has a cohort analysis of the ISAT scores broken down by race, and showing progress toward closing the achievement gap among the different groups (ethnicity and low income). For example, for the cohort of 2012 graduates, Hispanic and African American students grew on average 2 % more than the Caucasian group. .The 2010/2012 SIPAAA outlined top priorities to: differentiate instruction, increase rigor, integrate technology, and facilitate teacher collaboration to improve practices. .	
	Principal Leadership	-->		**3**
	• 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.	• 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.	. The professional learning community approach was implemented in school year 2010/2011. Teachers were given an opportunity to select priorities for professional development. They identified a problem of practice and are working in pairs to observe, collaborate and improve practices. . To drive continuous improvement, the principal regularly observes instructional practices and provides constructive feedback for teachers, strongly encouraging differentiated practices and alerting staff of individualized professional development opportunities. The principal provides also a budget to pay for substitutes when teachers decide to tak advantage of professional development opportunities off site. The families of all incoming 7th graders are strongly encouraged to meet with administrators during the summer to discuss high school options and 7th grade goals. . The principal facilitates monthly meetings with the PTA, LSC and student delegates' council.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• 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.	• 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 - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	.Each LLA teacher is involved in at least one committee, many in 2 or more. .Teachers are strongly encouraged to share their professional practice, using a train the trainer approach. .Teachers visit each other's classroom to solve problems of practice .Teachers are encouraged to take on leadership roles: Coordination of After school All stars, sports, ISAT testing, major trips such as foreign exchange, Washington DC, 3-day "green class" in Wisconsin, Assemblies, Travel Fair, Girls on the Run, team leaders, sports events such as Long Distance Classic, coordination of the Graduation, etc... . Teachers write grants (Oppenheimer) or use the Donors Choose website to obtain materials	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• 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.	• 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	.The ILT team is composed based upon a diverse representation of knowledge and expertise of the faculty . The Professional Learning Community Drive Team leads the school's approach to professional development . ILT members bear the responsibility for engaging staff in decision-making that advances the school priorities; minutes of the ILT meeting are posted on staff center for all staff. . ILT responds to CPS mandates . ILT regularly analyzes benchmark data to monitor student growth granularly to determine RTI support . ILT discusses the PBIT reports to gauge the social emotional environment of the school (School Counselor and AP are part of both PBIT and ILT)	
Monitoring and adjusting	--->		**4**
• 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.	The teachers systematically analyze data during Professional Development days, after school team-data meetings and regular grade level meetings. This allows teachers to make adjustments to support all students and make recommendations for tutoring and RTI.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• 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.	• 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.	. Each grade level has a long range lesson plan and monitors progress quarterly (published on website for parents) . We are working towards aligning the curriculum with CCSS and buying more non-fiction texts . Special education teachers have copies of all long range and weekly plans. They meet weekly with general education during common planning times. . The teachers, as often as possible, create cross-curricular units that target high-order thinking skills.	
	Instructional materials	--->		**3**
	• 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.	• 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).	. Most LLA teachers report they have all the materials they need. When more is needed, the principal, PPLC, LSC, and PTA dedicate funds to buy new or replacement materials (Example science kits, special education materials bought this year for K through 4th), new furniture in 4 classrooms, etc... .The library collection focuses on instructional material K through 8th, print and online databases, websites, CPS SOAR and CPS.edu resources for students with special needs and ELL. . Most homerooms have their own classroom library to supplement	

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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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• 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.	• 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.	. After each assessment, data is organized and available . Teachers use a comprehensive set of assessments to closely monitor student learning and organize specific support . Assessment methods are diverse but could be improved by requiring higher order and critical thinking skills. . Assessment accommodations and modifications are included in the teachers' lesson plans and practices. . IEP's are strictly followed	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• 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.	• 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.	. Not all teachers communicate the standard-based learning objective as well as the relevance of the learning to students and parents . All teachers use a range of questioning techniques to promote student thinking . Teachers sequence in their long range plans objectives which help build mastery of the standards and competencies . Each teacher scaffolds instruction to ensure all students (including those with disabilities and ELL) access complex texts and are engaged in complex tasks . Formative assessments are used regularly during instruction to monitor student progress	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• 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. • 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.	. The school administers screening assessments three times a year to identify students in need of academic support or more challenging activities and tasks. . Interventions are provided by specialty teachers, administrators, classroom teachers, and parent volunteers. However, two positions specialized in RTI math and reading would be ideal to address the needs of all students . Interventions include in-class, small group instruction, push-in support or additional support outside of the classroom. The interventions are reviewed each quarter by the RTI team and communicated to the ILT so adjustments can be made if and when necessary	
Whole staff professional development	-->		**3**
• 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.	• 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.	. The PLC approach is year-long with a budget to pay for substitutes when teachers observe their colleagues (3 times a year) to reflect on their problem of practice . The PLC Drive team communicates with grade level teams to collect the PD needs . Teachers are given opportunities or can choose to attend professional development of their choice. The cost of a sub is covered as well as funding of the seminar/workshop when applicable.	

Professional Learning (vertical label, left side)

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DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	• 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.	. Teachers collaborate weekly by team and for brief full faculty collegial discussions to improve our PLC . Teachers and specialists meet twice per quarter to review progress report and report card data for students receiving interventions . Teacher teams share ownership for results in student learning and discuss strategies for specific students during weekly team meetings . Teams are inclusive of gen. ed, spe. ed, ELL and other specialists . Each team has an ILT rep . Each team fills out minutes for each weekly meeting and submits to administration along with any needs they identify	
	Instructional coaching	-->		**3**
	• 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.	• 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.	. When new teachers are hired, an individualized induction is provided by the administration, the designated mentor and a resource teacher. The open door policy of the school administration and the collegial climate facilitate support for new teachers as needed. . Peer observations to provide support and facilitate self-reflection are in place by choice of teachers, peer coaching is not at this point.	

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DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**4**
	• 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. • 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	"The LaSalle Way", a common language and core values are shared by the community of teachers, students and parents. Many classrooms seriously promote a representative government and democratic process via LLA's version of Student Council and elected delegates. Some of the classrooms also have a peer review process and an elected judge. LLA is highly regarded for selective enrollment high schools and IB readiness which naturally leads to college readiness. In the last 4 years, 68 to 72% of students qualified for selective enrollment high schools. LLA also holds a Career Day each year for 7th and 8th graders.	
	Relationships	-->		**3**
	• 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.	• 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.	LLA students learn some words from each global language taught at LLA during monthly integrated curriculum lessons. Many early class assignments focus on ancestry, culture, and religion, such as the "All About Me" poster, the family ancestry reports, the "World Is a Rainbow" Party. Home language and cultures are embraced during assemblies . There is a monthly integrated curriculum program delivered in homerooms by the regular teacher and one of the world language teachers .Students with disabilities receive special services but are mainstreamed for most hours of the school day. There is a Positive Behavior Support Team setting goals for teachers' emotional support to students. Administrators address the children by their first name	
	Behavior& Safety	-->		**3**

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Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	Clear use of CPS Code of Conduct. Presence of security guard and volunteers in and around the building. February 2012 survey: 95% of parents said they felt their child was safe at school and 90% said they were satisfied with the school environment. The "LaSalle Way", positive behavior and support are practiced by all faculty and staff. The positive behavior grid provides a visible framework for student behavior in all areas of the school. Students have hall passes. The safety guard and teachers monitor the halls during passing time.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• 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.	• 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.	A school-wide code of conduct is distributed annually as is the dress code. Behavior issues are immediately addressed with appropriate parental involvement. During the Open House for new parents, the Open House mid September, and the grade level dinners in December and January, the principal and the teachers provide information on school performance and answer all questions from parents. The LSC meets once a month and the principal is very transparent with information. Parents are encouraged to attend, participate, ask questions and bring ideas. The PTA meets once a month. The principal shares the principal's report with all PTA volunteers coming to the monthly meetings. The Principal sends a Weekly Post to all families. Clear information on school performance is shared. The SIPAAA documents are linked on the school website.	
	Ongoing communication	-->		**3**
	• 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.	Mid-point progress reports are sent home and an open door policy by the administration and teachers is practiced. Grade level dinners are an effective tool to help families support their children. They are scheduled mid-way through the academic year. All parents have access to Gradebook and teachers answer parents who ask questions via email or via gradebook. Teachers call parents when a student is not performing well or is misbehaving.	
	Bonding	-->		**4**

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
DIMEI	• 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.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	LLA offers a great deal of community engagement as evidenced by 7 community members seeking 2 slots on the 2012/2014 LSC and 90% of parents expressing satisfaction with the school environment in the February 2012 survey. The principal uses emails, PTA meetings, Grade Level dinners and Open Houses to engage parents. The LSC and PTA meetings are organized each month. Also, LLA welcomes the community to a free late summer movie/picnic on the playground, welcomes community involvement via signage in its annual fund drive and entertains the community during an annual La Posada celebration and three Assemblies. The community was also invited to celebrate LLA's Triple Anniversaries this year. The principal has	

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• 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.	In the very few instances when external intervention is required, the school administrators work closely with the special education team to involve social service agencies. Students who require these services are identified and the school works with their parents to help them navigate services offered outside of the school.	
College & Career Exploration and election	-->		**4**
• 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.	LLA works with students and parents so that they make informed decisions about proper high school placement. LaSalle is highly regarded for its percentage of admissions to IB programs and selective enrollment high schools which will naturally lead to college preparedness. During the summer, the administration meets with	
Academic Planning	-->		**3**
• 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.	• 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.	LLA provides all upper grade students with exposure to various careers through a Career Day with numerous guest lecturers. LLA offers Robert Morris Algebra in 8th grade for students who qualify. The following activities are also offered in 7th and 8th grade: MathCounts, History Fair, Science Fair, Model UN, Four Foreign Exchange programs to Europe and China, and sports.	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	LLA offers a number of sports and after school programs focusing on a wide variety of activities from chess to chorus, Battle of the Books to Yoga, violin, chess, dance and drama. The number of students enrolled in after school programs in the winter was 420 which	

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*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	. The school offers two hours of after school high school selective enrollment prep each fall. . Students who qualify attend a year round algebra class at Robert Morris which is a predictor of high school readiness. 8th grade students participate in the Explore test each year	
	College & Career Admissions and Affordability	-->		
	• 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.	N/A FOR HIGH SCHOOLS ONLY	
	Transitions	-->		**4**
	• 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. • (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.	Transition to Kindergarten is handled with lots of love, support, communication and patience. An open house is held annually for prospective parents and in the spring an orientation day is held for admitted students and parents. New LLA families are paired with "mentor" families. Starting in 3rd grade, students are taught to keep an agenda. Parents are given effective reminders about necessary health and dental examinations. Since the summer of 2011, the administrators meet with each 6th grader's family to simulate scores at the end of 8th grade and discuss high school options in light of the	

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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
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• 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.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	. The school hired a part time RTI teacher with discretionary funds in January 2012. . A staff PD was provided in August 2011 to identify individual strengths and build staff camaraderie and team spirit. . The LSC allocates funds to support student achievement and build staff capacity.	
	Building a Team	-->		**3**
	• 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.	• 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.	.The interviewing process is transparent and involves teachers, administrators and parents to hire outstanding candidates who will also share the values of the community . We have a partnership with DePaul and Northwestern Universities. Our teachers mentor student teachers who can be observed and become future LaSalle teachers. . When we know of vacancies before the end of the school year, we ask finalists to teach a class. . LaSalle uses a multi-step interview process with scripted questions allowing us to judge candidates' character, stamina and skills. . Departmentalized teams (5th through 8th) require teachers with the appropriate endorsements. We always value teachers with multiple endorsements who propose meaningful and cross-curricular activities to students.	
	Use of Time	-->		**4**

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
• 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.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	. The schedule is designed to maximize instructional time and also provide specials so students can have exposure to the arts, physical education, computer literacy, and social emotional growth. . The school schedule is constructed so that teams have common prep times. RTI is provided by a dedicated teacher in the primary grades and by specialty teachers on a regular schedule during dedicated periods	

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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

The LaSalle Language Academy's mission is to serve as an international forum for ideas where students, teachers, parents, and members of the community collaborate to seek solutions that make our world a better place. The world language program serves as the cornerstone of an engaging, integrated curriculum. The LaSalle academic program inspires all students to achieve excellence.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	School-wide curriculum alignment to the new Common Core State Standards	The new CCSS require adjustments to the curriculum taught.
2	School-wide systematic support for social emotional learning	Parents and teachers report increasing levels of stress due to the selective enrollment process. We also anticipate possible increase in stress due to the implementation of the new CCSS. We need to increase the social emotional learning component of our instruction to better prepare our students to handle the pressure due to selective enrollment in 7th and 8th grade and the transition to high schools.
3	The school and the PTA will work together to sustain and increase parent and community involvement.	We recognize that parent and community involvement as well as teacher dedication are essential factors to students' success**.** In the CIWP survey, a third of the families reported that they would like to be more involved. There is a need to reach out to parents and increase awareness of opportunities to volunteer at LaSalle.
4	Increase the schedules' flexibility to provide electives.	The longer school day and the budget restrictions require that we adapt our schedules and seek out additional resources to offer quality specials to students and prep periods to teachers.
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
School-wide curriculum alignment to the new Common Core State Standards	The new CCSS require adjustments to the curriculum taught.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
- Review and assessment of existing ma	Instructional Materials	All		Summer 2012			
Decisions on purchases if materials insuff	Instructional Materials	All		Summer 2012			
Increase in focus on non-fiction reading n	Instruction	All		On-going			
Teachers will demonstrate proficiency in	Instruction	All		On-going			
Teachers will demonstrate proficiency in	Instruction	All		On-going			
- Information sessions offered to paren	Parental Involvement	Not Applicable		On-going			
Differentiated training for teachers depen	Professional Development	All		On-going			
World language and specialty teachers w	Instruction	All		On-going			

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
School-wide systematic support for social emotional learning	Parents and teachers report increasing levels of stress due to the selective enrollment process. We also anticipate possible increase in stress due to the implementation of the new CCSS. We need to increase the social emotional learning component of our instruction to better prepare our students to handle the pressure due to selective enrollment in 7th and 8th grade and the transition to high schools.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identification of best practices	Instruction	All					
Implementation of advisory periods for all students	Instruction	All					
Review of resources and purchase new materials if needed	Instructional Materials	All					
Teachers and staff age-appropriate social emotional training	Professional Development	All					
Preparatory transition meetings for parents and students in	Parental Involvement	Other student group					

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
The school and the PTA will work together to sustain and increase parent and community involvement.	We recognize that parent and community involvement as well as teacher dedication are essential factors to students' success. In the CIWP survey, a third of the families reported that they would like to be more involved. There is a need to reach out to parents and increase awareness of opportunities to volunteer at LaSalle.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The PTA will create a new Membership Committee	Parental Involvement	Not Applicable		Quarter 1			
The existing Community Relations Committee will foster stro	Parental Involvement	Not Applicable		On-going			
Teachers will volunteer to join the Membership Committee	Parental Involvement	Not Applicable		On-going			
Teachers are the "T" in PTA and will actively participate in th	Parental Involvement	Not Applicable		On-going			

2012-2014 Continuous Improvement Work Plan

LaSalle Elementary Language Academy

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
Increase the schedules' flexibility to provide electives.	The longer school day and the budget restrictions require that we adapt our schedules and seek out additional resources to offer quality specials to students and prep periods to teachers.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify providers to offer semester electives	Other	All					
Reach out to the community for additional space and faciliti	Other	All					
Make time for advisory period across grade levels	Other	All					

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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