CIWP

Andrew Jackson Elementary Language Academy

Fulton Elementary Network

1340 W Harrison St Chicago, IL 60607

ISBE ID: 150162990252283

School ID: 610060

Oracle ID: 29171

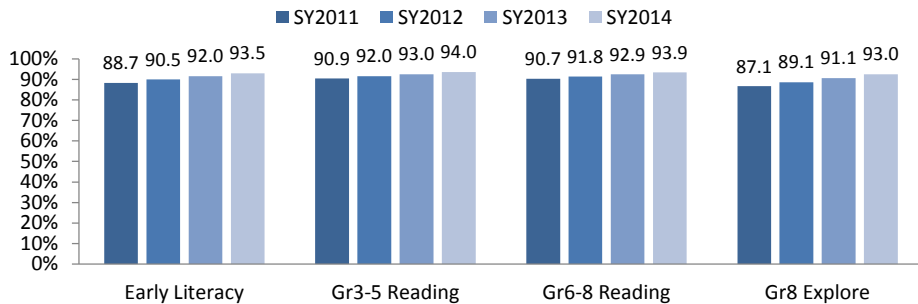CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is . . .

-for the entire school community to be teachers and learners

-to create a safe environment that embraces individuality and celebrates diversity

-to create global citizens by providing exemplary instruction and exposure to world languages

-to find time for laughter, play, exercise, and reflection
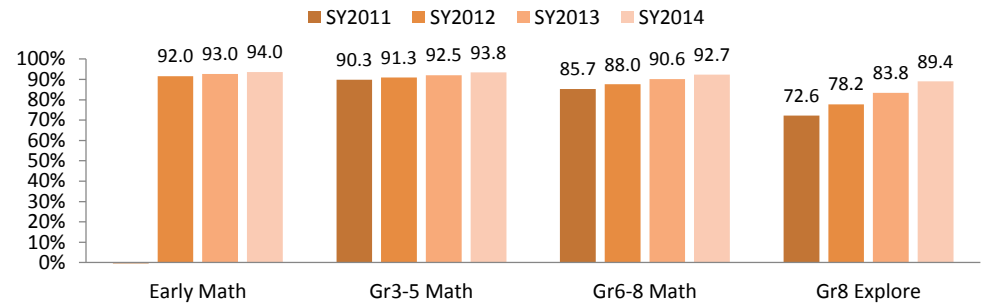
Strategic Priorities

1. Literacy and Technology: Maintain and enhance high-quality, engaging literacy instruction in reading, writing, and across the content areas supported by Common Core Standards and high-quality multi-genre texts and common curricula.

2. Mathematics and Technology: Continue to utilize vertically aligned scope and sequence of Everyday Mathematics and MaThematics curricula and supplement with fact and problem-solving skills and strategies.

3. Science and Technology: Enhance lab-based science curriculum with additional non-fiction and technological resources.

4. World Language and Technology: Facilitate language acquisition and encourage authentic communication through the 5Cs: communication, cultures, connections, comparisons, and communities.

5. Culture and Climate: Initiate aligned K-8 character education development process; continue with daily opportunities for laughter, play, exercise, and reflection; and establish personnel positions which will enhance and forward the mission of the school.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	88.7	90.5	92.0	93.5
Gr3-5 Reading	90.9	92.0	93.0	94.0
Gr6-8 Reading	90.7	91.8	92.9	93.9
Gr8 Explore	87.1	89.1	91.1	93.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		92.0	93.0	94.0
Gr3-5 Math		90.3	91.3	92.5	93.8
Gr6-8 Math	85.7	88.0	90.6	92.7
Gr8 Explore	72.6	78.2	83.8	89.4

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Andrew Jackson 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
Mathew Ditto	Principal
Carolyn Dickens, Angela Richardson-Bryant	Parent/ Guardian
Wanda Hopkins	LSC Member
Stephanie Platz	LSC Member
Paula Pillola, Maria Gueret	Parent/ Guardian
Carmella Saraceno	LSC Member
Lauren Fitchett	Classroom Teacher
Jennifer Katz	Classroom Teacher
Virginia Hiltz	Classroom Teacher
Marilou Rebolledo	Classroom Teacher
Josefina Otero	Classroom Teacher
Julie Henderson	Classroom Teacher

CIWP **2012-2014 Continuous Improvement Work Plan**

Andrew Jackson Elementary Language Academy

CHICAGO PUBLIC SCHOOLS | CPS

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	88.7	90.5	92.0	93.5	**Early Math** % of students at Benchmark on mClass	NDA	92.0	93.0	94.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	90.9	92.0	93.0	94.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	90.3	91.3	92.5	93.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.6	71.4	72.2	73.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	81.2	81.6	82.0	82.4

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	90.7	91.8	92.9	93.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	85.7	88.0	90.6	92.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.1	62.8	64.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	64.8	66.1	67.4	68.7

8th Grade									
Explore - Reading % of students at college readiness benchmark	87.1	89.1	91.1	93.0	**Explore - Math** % of students at college readiness benchmark	72.6	78.2	83.8	89.4

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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	97.4	96.0	96.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	0.7	0.6	0.6	0.6

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	97.6	97.0	97.0	97.0		**ISAT - Reading** % of students exceeding state standards	62.7	63.4	66.5	70.2
ISAT - Mathematics % of students meeting or exceeding state standards	99.2	97.0	97.0	97.0		**ISAT - Mathematics** % of students exceeding state standards	70.4	72.4	74.3	75.4
ISAT - Science % of students meeting or exceeding state standards	96.0	96.0	96.0	96.0		**ISAT - Science** % of students exceeding state standards	50.4	51.4	54.7	55.2

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** --->			**4**
	• 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.	88% of students in grades Kindergarten and 1st perform at or above level according to DIBELS (Dynamic Indicators or Basic Early Literacy Skills). Response to Intervention (RtI) is the strategic plan implemented for at-risk students based on NWEA MAP and DIBELS data.	
	Principal Leadership --->			**4**
	• 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.	Principal instills professional learning system that clarifies school vision. Principal works with staff to provide continuous improvement through grade level meetings and one-to-one pre and post observations. Principal provides opportunities for parents to stay informed and involved through weekly communication and volunteer opportunities. Principal establishes opportunities for student growth through goal setting and providing systems to help students achieve.	

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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	The school creates a professional system that enables teachers to be leaders of the school. The systems include the Instructional Leadership Team which include teachers from each grade level and department as well as the Response to Intervention Team which include a teacher from each grade cycle. Teachers develop committees which include a chair person or membership (SIPAA/CIWP team, Union Representative, before and after school program coordinators and instructors, Social Committee, graduation, Data team, Least Restrictive Environment Committee, and Bilingual Advisory Committee.	

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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 school's ILT consists of teachers from each grade level and department. A meeting is held twice a month. ILT communicates with grade level partner and/or cycle regarding network updates, Professional Development, and school improvements and needs.	
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 school utilizes NWEA and MClass data (DIBELS, math) on an ongoing basis to focus on targeted instruction and uses a systematic approach to support student success (backward mapping,enduring understanding, and differentiated small group instruction).	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum* --->			**4**
	• 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 team has quarterly maps and weekly lesson plans aligned with Common Core standards. Instructional materials meet Common Core recommendations and students' individual needs while supporting LRE and ELL students.	
	Instructional materials --->			**4**
	• 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).	Instructional materials are aligned with CC state standards. Reading, Math, Science, and Social Studies curricula is vertically and horizontally aligned supported with enhancement and enrichment activities.	

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	-->		**4**
• 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.	School has assessments aligned with Common Core state standards as evidenced in end of unit assessments, MCLASS benchmark and progress monitoring, and NWEA MAP.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• 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.	Each grade level team has quarterly maps and weekly lesson plans with essential questions for enduring understanding. The goals and objectives are aligned with Common Core state standards and accommodate Least Restrictive Environment (LRE) and English Language Learners (ELL). Grade levels have math and reading grade level pacing guides.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• 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.	Response to Invertion (RtI) is the strategic plan implemented for at-risk students based on NWEA MAP and DIBELS data. RtI team works with teachers, Special Education team, students, and parents to identify gaps in learning and provide support for success.	
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.	School provides professional development for staff focusing on school effectiveness, improvement, and success.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**4**
	• 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 in grade level teams weekly as well as in grade cycles and whole group monthly regarding school effectiveness, improvement, and success. Teachers are supported by the Instructional Leadership Team (ILT) and RtI members representative of their grade level/cycle.	
	Instructional coaching	-->		**2**
	• 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.	Teachers do have support and coaching from grade level partners but do not have a designated expert to seek additional support from in a particuar subject area.	

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	Typical School	Effective School	Evidence	Evaluation
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 school provides a curriculum with high expectations that prepares students for high school and college career.	
	Relationships -->			**4**
	• 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.	Teachers, staff, students, and parents have a respectful relationship and work together to achieve success.	
	Behavior& Safety -->			**4**
	• 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.	The school utilizes the "Citizen of the School" policy that promotes positive school wide citizenship.	

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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.	School provides beginning of the year meetings, clear and ongoing communication, evening workshops, and grade level orientation that outlines course expectations and achievement.	
	Ongoing communication -->			**4**
	• 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.	The school provides ongoing communication with students and parents regarding progress and needs via phone calls, letters, progress reports, and daily folders sent home.	
	Bonding -->			**4**
	• 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.	The school engages staff, students, parents, and community to be involved in activities and functions. These include student performances, science and history fairs, world language and cultural celebrations, school dances, and school services.	

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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.	The school has an LRE committee which include staff and parents who work together to improve specialized support.	
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.	The school provides curriculum and activities that support college career readiness.	
Academic Planning	-->		**4**
• 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.	The school provides activities that support academic planning evidenced in the yearly High School Fair and Career Fair. Students are given opportunities for rigorous and advanced courses in Math and Science.	
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.	The school provides before and after school activities through After-School-All-Stars (ASAS) and teacher volunteers that enrich and support student learning. Activities offered are Battle of the Books, Chemistry Club, Algebra, ISAT Prep, Math Connections, CEO,	

N 6: College and Career Readiness Supports

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
DIMENSIO	*College & Career Assessments*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school provides activities that support academic preparation and planning evidenced in the yearly High School Fair and Career Fair. Students are given opportunities to meet high school representatives regarding admission, financial support, and scholarships.	
	College & Career Admissions and Affordability	-->		**4**
	• 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.		
	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.	The school provides workshops for students and parents that support academic preparation for the next grade level. The school provides academic planning for 7th & 8th grade as evidenced in yearly High School Fair and Career Fair.	

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*** -->			**4**
	• 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.	School spending is aligned with the needs and priorities of students. Fundraisers are supported by parents and community and provide school with resources that support student achievement.	
	Building a Team -->			**4**
	• 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 principal involves the teachers, staff, and parents in the interview process which include candidate demonstrating knowledge and skill in the classroom.	
	Use of Time -->			**4**
	• 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 school has a rigorous schedule that provides opportuninties for student growth and achievement in literacy, math, science, social studies, world language, the arts, and physical education.	

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

Our mission is . . .
-for the entire school community to be teachers and learners
-to create a safe environment that embraces individuality and celebrates diversity
-to create global citizens by providing exemplary instruction and exposure to world languages
-to find time for laughter, play, exercise, and reflection

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy and Technology: Maintain and enhance high-quality, engaging literacy instruction in reading, writing, and across the content areas supported by Common Core Standards and high-quality multi-genre texts and common curricula.	Current ISAT, NWEA, and mClass data show high levels of achievement and growth among all subpopulations. We strive to maintain high achievement and decrease any achievement gaps among subpopulations.
2	Mathematics and Technology: Continue to utilize vertically aligned scope and sequence of Everyday Mathematics and MaThematics curricula and supplement with fact and problem-solving skills and strategies.	Current ISAT, NWEA, and mClass data show high levels of achievement and growth among all subpopulations. We strive to maintain high achievement and decrease any achievement gaps among subpopulations.
3	Science and Technology: Enhance lab-based science curriculum with additional non-fiction and technological resources.	Current ISAT, NWEA, and mClass data show high levels of achievement and growth among all subpopulations. We strive to maintain high achievement and decrease any achievement gaps among subpopulations.
4	World Language and Technology: Facilitate language acquisition and encourage authentic communication through the 5Cs: communication, cultures, connections, comparisons, and communities.	Growth in the domains of listening, speaking, reading, and writing on vertically aligned quarterly assessments is necessary for all students to achieve proficiency in a world language.
5	Culture and Climate: Initiate aligned K-8 character education development process; continue with daily opportunities for laughter, play, exercise, and reflection; and establish personnel positions which will enhance and forward the mission of the school.	Building upon the philosophy of student reflection based on their choices, it was determined that we need vertically aligned language and processes to help students thrive, reach their goals, and develop the strong habits that will support college and career readiness. Additionally, as the school strives to meet the expectations and changes for the upcoming year more personnel support is needed to maintain and forward the culture and climate of our great school.

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
Literacy and Technology: Maintain and enhance high-quality, engaging literacy instruction in reading, writing, and across the content areas supported by Common Core Standards and high-quality multi-genre texts and common curricula.	Current ISAT, NWEA, and mClass data show high levels of achievement and growth among all subpopulations. We strive to maintain high achievement and decrease any achievement gaps among subpopulations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Compile and pass on samples that exceed the standard for the writing performance tasks each quarter for each grade level so that teachers can align the rigor of writing tasks and expectations across K-8 and to provide peer-to-peer mentoring for new teachers and teachers new to the school	ILT/ Teacher Teams	All	School Wide Coordinator	Quarter 1			
Create a schedule for resource teachers that allow for LRE and ELL push-in services to the writing classes so that students receive ample support in writing	ILT/ Teacher Teams	All	Resource Teachers	Quarter 1			
Analyze current literacy curricula in relation to Common Core by examination of materials created by the publishers of our core curricula so that students receive the benefit of the transition to the rigorous Common Core Standards.	ILT/ Teacher Teams	All	Grade Cycles	Quarter 1			
Designate formal collaboration at least twice per quarter as a K-5 team and 6-8 team including the LRE and ELL teachers so that teachers can design a vision for how reading time is allocated within the K-5 and 6-8 reading blocks so that instruction is aligned and priorities are similar across the grade bands	ILT/ Teacher Teams	All	Principal	Quarter 1			
Provide differentiated instruction through small group and one-to-one instruction for all students (struggling, high-achieving, on-level, ELL special education, and all subpopulations) based upon beginning and middle of the year screenings and formal and informal teacher assessments so that all students can grow	Instruction	All	Teachers	Quarter 1			

Strategic Priority 1

Read research and implement best practice for grouping for all students (struggling, high-achieving, on-level, ELL) so that the grouping practices that are used are research based and developmentally appropriate	Instruction	All	Principal and Teachers	Quarter 1			
Research best practices and implement usage of e-readers and tablets (e.g. iPads) in literacy classes so that teachers can continue to integrate technology in a meaningful, engaging way	Instructional Materials	All	ILT/ Reading Teachers/ Librarian	Quarter 1			
Designate a literacy "lead" teacher so that new teachers, teachers new to our school, and current teachers who have questions can receive coaching and support	ILT/ Teacher Teams	Not Applicable	ILT/ Principal	Summer 2012			
Align professional development activities to support the collective work within each of the literacy milestones.	ILT/ Teacher Teams	All	ILT/ Principal	Quarter 1			
Reestablish the assistant principal position to support the overarching policies and guidelines set forth by the Board of Education	Other	All	Principal and LSC	Summer 2012			

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
Mathematics and Technology: Continue to utilize vertically aligned scope and sequence of Everyday Mathematics and MaThematics curricula and supplement with fact and problem-solving skills and strategies.	Current ISAT, NWEA, and mClass data show high levels of achievement and growth among all subpopulations. We strive to maintain high achievement and decrease any achievement gaps among subpopulations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize peer-to-peer coaching strategies to improve students' abilities to engage in metacognitive mathematical discourse	Instruction	All	Teachers and Teacher Teams	Quarter 1			
Engage in professional development to examine common core alignment with existing curricula	ILT/ Teacher Teams	All	Grade Cycles	Quarter 1			
Analyze current math curricula's alignment to Common Core by examination of materials created by the publishers of our core curricula so that students receive the benefit of the transition to the rigorous Common Core Standards.	ILT/ Teacher Teams	All	Teachers and Teacher Teams	Quarter 1			
Provide differentiated instruction through small group and one-to-one instruction for all students (struggling, high-achieving, on-level, ELL special education, and all subpopulations) based upon beginning and middle of the year screenings and formal and informal teacher assessments so that all students can grow	Instruction	All	Teachers	Quarter 1			
Research best practices and implement usage of e-readers and tablets (e.g. iPads) in literacy classes so that teachers can continue to integrate technology in a meaningful, engaging way	Instructional Materials	All	Teachers/ Technology Coordinator	Quarter 1			
Designate a mathematics "lead" teacher so that new teachers, teachers new to our school, and current teachers who have questions can receive coaching and support	ILT/ Teacher Teams	Not Applicable	ILT/ Principal	Quarter 1			
Explore the opportunity/ option of math clubs and competitions for enrichment	Other	All	Parents, Teachers	Quarter 1			

Strategic Priority 2

Align professional development activities to support the collective work within each of the math milestones	ILT/ Teacher Teams	All	ILT/ Principal	Quarter 2			
Reestablish the assistant principal position to support the overarching policies and guidelines set forth by the Board of Education	Other	All	Principal and LSC	Summer 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
Science and Technology: Enhance lab-based science curriculum with additional non-fiction and technological resources.	Current ISAT, NWEA, and mClass data show high levels of achievement and growth among all subpopulations. We strive to maintain high achievement and decrease any achievement gaps among subpopulations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Write horizontally aligned assessments for science which correlate to vertically aligned inquiry based science curricula so that students at each grade level take the same assessments	ILT/ Teacher Teams	All	Teachers	Quarter 1			
Increase percentage of nonfiction reading in the content area of science across grade levels so that student learn nonfiction reading strategies and connect content areas	Instructional Materials	All	Principal and Teachers	Quarter 1			
Research best practices and implement usage of tablets and document cameras to support engaging, high-quality instruction	Instructional Materials	All	Technology Coordinator and Science Teachers	Quarter 1			
Collaborate within grade levels to create a pacing guide for the inquiry-based science lab curriculum to ensure completion of the curriculum within a school year, fidelity to the curriculum, and horizontal and vertical alignment	ILT/ Teacher Teams	All	Science Teachers	Quarter 1			
Designate a science "lead" teacher so that new teachers, teachers new to our school, and current teachers who have questions can receive coaching and support	ILT/ Teacher Teams	Not Applicable	ILT/ Principal	Quarter 1			
Align the unifying concepts and processes of science as outlined by the National Science Education Standards (nap.edu) with the lab-based curriculum at Jackson through professional development and emphasize these concepts during science instructional units	ILT/ Teacher Teams	All	ILT/ Teachers	Quarter 1			

Strategic Priority 3

Align professional development activities to support the collective work within each of the science milestones	ILT/ Teacher Teams	All	ILT/ Principal	Quarter 1			
Reestablish the assistant principal position to support the overarching policies and guidelines set forth by the Board of Education	Other	All	Principal and LSC	Summer 2012			

2012-2014 Continuous Improvement Work Plan

Andrew Jackson Elementary Language Academy

CHICAGO PUBLIC SCHOOLS | CPS

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
World Language and Technology: Facilitate language acquisition and encourage authentic communication through the 5Cs: communication, cultures, connections, comparisons, and communities.	Growth in the domains of listening, speaking, reading, and writing on vertically aligned quarterly assessments is necessary for all students to achieve proficiency in a world language.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaborate within the department to create a central resource room for teachers to share materials usable across world languages to support high-quality instruction	Instructional Materials	All	World Language Teachers	Quarter 1			
Research and acquire resources that support integration of multiple intelligences and technology into language instruction	Instructional Materials	All	World Language Teachers	Quarter 1			
Refine the rigor in the world languages by calibrating the written, vertically aligned curriculum for each language K-8	Instruction	All	World Language Teachers	Quarter 1			
Collaborate across languages to research and implement best practice for integrating fiction and nonfiction resources in the target language	Instruction	All	World Language Teachers	Quarter 1			
Collaborate to create a document that identifies themes of study and performance tasks in grades K-3 for each world language to provide a tool that will ensure rigor, parent communication, and peer-to-peer mentoring	Instruction	All	World Language Teachers	Quarter 1			
Research best practices and implement usage of tablets (e.g. ipads) in world language classes	Instructional Materials	All	World Language Teachers	Quarter 1			
Align professional development activities to support the collective work within each of the world language milestones	ILT/ Teacher Teams	All	World Language Teachers	Quarter 1			
Explore opportunities for students to engage in hands-on, authentic activities with native speakers which will allow the students to apply their language knowledge in conversational and written contexts	Instruction	All	World Language Curriculum Committee and Teachers	Quarter 1			

Date Stamp November 22, 2012

Strategic Priority 4

Reestablish the assistant principal position to support the overarching policies and guidelines set forth by the Board of Education	Other	All	Principal and LSC	Summer 2012		

Strategic Priority 4

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Andrew Jackson Elementary Language Academy

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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
Culture and Climate: Initiate aligned K-8 character education development process; continue with daily opportunities for laughter, play, exercise, and reflection; and establish personnel positions which will enhance and forward the mission of the school.	Building upon the philosophy of student reflection based on their choices, it was determined that we need vertically aligned language and processes to help students thrive, reach their goals, and develop the strong habits that will support college and career readiness. Additionally, as the school strives to meet the expectations and changes for the upcoming year more personnel support is needed to maintain and forward the culture and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train teachers, staff, and students to utilize a competency-based behavioral model based upon the 7 Habits of Highly Effective People (Covey) and "Leader in Me" process	Instruction	All	All	Summer 2012			
Utilize recess and play to build social-emotional skills and strong habits that will build skills for college and career readiness	Other	All	All	Quarter 1			
Collaborate with parents, teachers, and staff to create a philosophy that will guide the food choices for students at school that is all-encompassing	Other	All	Parents, teachers, and staff	Quarter 1			
Establish a monthly parent "meet and greet" with principal	Other	Parents	Principal	Quarter 1			
Structure a curriculum committee where faculty and parents can meet quarterly to collectively support the Common Core Standards Based curricula	Other	All	Parents and Teachers, ILT	Quarter 1			
Reestablish the assistant principal position to support the overarching policies and guidelines set forth by the Board of Education	Other	All	Principal and LSC	Summer 2012			
Allocate funds to create an School Community Liason position to support the overarching policies and guidelines set forth by the Board of Education	Other	All	Principal and LSC	Summer 2012			
Allocate funds to establish positions to support recess supervision	Other	All	Principal and LSC	Summer 2012			

Strategic Priority 5