CIWP

2012-2014 Continuous Improvement Work Plan

Richard Yates Elementary School

Fullerton Elementary Network

1839 N Richmond St Chicago, IL 60647

ISBE ID: 150162990252542

School ID: 610234

Oracle ID: 25911

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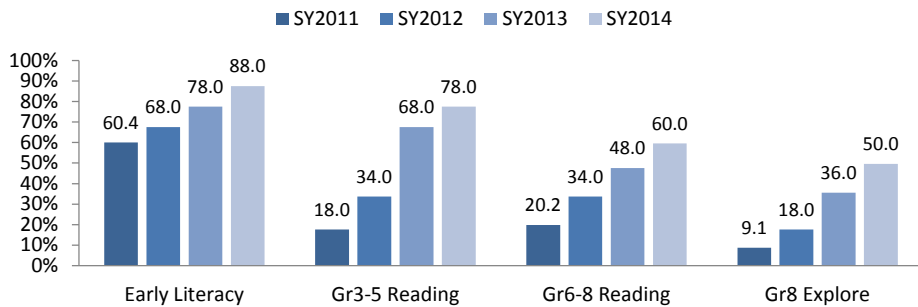
Mission Statement

The mission of Yates School is to create life long learners in an environment that nurtures diversity, intellectual thought and social development through continuous high and rigorous instruction.
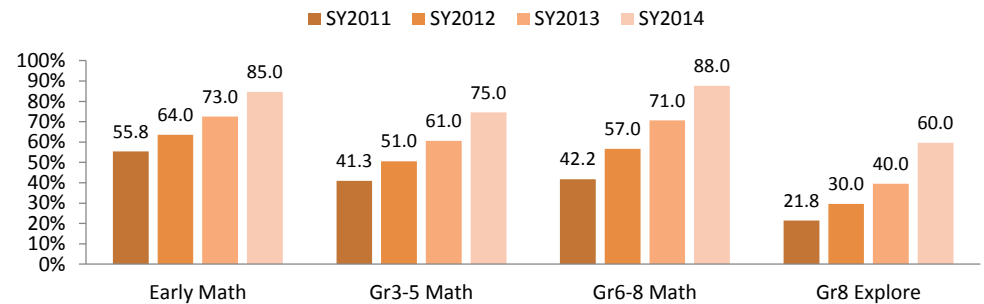
Strategic Priorities

1. Language Arts: Align rigorous language arts instruction toward Common Core State Standards (CCSS) in content areas with a; focus on non-fiction text.

2. Guided Reading: Focus instructional practice within guided reading lsesson to ensure consistency within and across classrooms and grade levels.

3. Science: Integrate science curriculum in context with appropriate non-fiction text.

4. Math: Ingegrate comprehension of word problems and number sense.

5. Special Education: Raise the rigor of classwork presented for all special needs students.

School Performance Goals

Literacy Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	60.4	68.0	78.0	88.0
Gr3-5 Reading	18.0	34.0	68.0	78.0
Gr6-8 Reading	20.2	34.0	48.0	60.0
Gr8 Explore	9.1	18.0	36.0	50.0

Math Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	55.8	64.0	73.0	85.0
Gr3-5 Math	41.3	51.0	61.0	75.0
Gr6-8 Math	42.2	57.0	71.0	88.0
Gr8 Explore	21.8	30.0	40.0	60.0

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:	Richard Yates Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Harry Randell	Principal
Pamela C. Green	Assistant Principal
Joseph Casanovas	Classroom Teacher
Barbara Fry	Classroom Teacher
Jeannette Hamman	Classroom Teacher
Miriam Laureano	Classroom Teacher
Cynthia Llanes	Classroom Teacher
Bo Pierson	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	60.4	68.0	78.0	88.0	**Early Math** % of students at Benchmark on mClass	55.8	64.0	73.0	85.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.0	34.0	68.0	78.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	41.3	51.0	61.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.9	62.0	82.0	92.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	53.5	62.0	71.0	85.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.2	34.0	48.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	42.2	57.0	71.0	88.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.7	55.0	61.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	41.3	83.0	90.0	95.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	9.1	18.0	36.0	50.0	**Explore - Math** % of students at college readiness benchmark	21.8	30.0	40.0	60.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.7	96.0	96.0	96.0		**Misconducts** Rate of Misconducts (any) per 100	5.6	5.0	5.0	5.0

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	58.9	65.0	75.0	78.0		**ISAT - Reading** % of students exceeding state standards	5.4	7.0	10.0	14.0
ISAT - Mathematics % of students meeting or exceeding state standards	72.4	76.4	82.0	90.0		**ISAT - Mathematics** % of students exceeding state standards	15.2	21.0	30.0	45.0
ISAT - Science % of students meeting or exceeding state standards	52.3	60.0	75.0	80.0		**ISAT - Science** % of students exceeding state standards	0.9	21.0	40.0	50.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	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.	Yates School has established clear, measurable goals for student achievement. All teachers are working together to narrow the acievement gap. All staff member are on the same page in establishing goals. Teachers have become owners of the school priorities.	
	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 Yates School principal and assistant principal have clarified a vision for instructional best practices, work with staff members to determine goals and benchmarks and drives continuous improvement. The school administration and all teachers regularly discuss various careers at all grade levels. The teachers in grades 6, 7 and 8 regularly counsel students on the importance of good study habits for high school and college. The Yates School principal meets with parents at monthly bilingual/NCLB meetings to present accurate information on school performance. Parents received professional development on how to prepare their children for ISAT testing. Parents met with the administration prior to ISAT testing in order to help them understand the nature of the test.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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	A core group of teachers who comprise the instructional leadership team meet weekly after school from 3:00-4:30 pm to discuss and evaluate current procedures in the school to improve instructional and learning activities. All teachers meet for double periods, weekly to discuss current curriculum and classsroom practices. Student data is examined for understanding and ways to improve weak areas of concern. All staff members meet every Monday morning from 8:15-8:45 to discuss concerns and problems. All teachers have a voice in sharing ideas for school improvement.	

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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 meets every Wednesday from 3:00-4:30 pm. The group plans PD for the staff based upon needs discussed in weekly staff meetings. The ILT analyzes current trends in classroom practices and discusses what is working and what needs improvement. During weekly ILT sessions, the group monitors classroom progress as shown on assessment tests.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Student data is used to make decisions on who is in need of extra instructional assistance and after school participation. Student data will be used to refer needy students for special interventions and possible IEPs. Teachers will use student data to develop differentiated lessons at all grade levels.	

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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.	All teachers were trained in the use of Guided Reading. Guided reading is evident in all classrooms. Some teachers are at more advanced levels of implementation than others and all teachers are working toward improved implementation; as observed during administrative classroom observations. Students with special needs such as ELL and those with disabilities receive support by teachers who are trained to address their individual needs. More emphasis needs to be placed on differentiation in all classrooms. All teachers align their lesson plans to State standards. All teachers will move from State standards to the alignment of Commom Core Standards to curriculum. Classroom visitations show that teachers are working toward the alignment of Common Core Standards to the school curriculum.	
	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).	All teachers at each grade level have necessary instructional materials that are aligned with standards. Although each grade level has materials that address the individual needs of different groups, all groups need to improve differentiation techniques. Visitations to a few classrooms show that teachers are using the same techiniques to teach all students. PD has been given on the use of differentiation and movement toward implementation is slow.	

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.	Student data is available school-wide. Yates School needs to establish a systemic approach to the assessment of student work and align the approach to the Core Standards. New teachers need to understand how to interpret data and how to align it to standards. Experienced teachers need to be refreshed on the use of data as it pertains to student progress.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • 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.	All teachers make expectations for student learning very clear to all students. All teachers align the curriculum to standards-based instruction. All teachers need improvement in the areas of scaffolding and differentiation of instruction. Formative and summative assessments are used based upon the texts used in class. All teachers have high expectations for all students. The rigor of classroom instruction needs to improved.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • 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 counselor/case manager needs to work closely with the staff in order to implement a systematic approach to instructional interventions; especially for those children who are experiencing difficulty. All teachers will work with the ILT to monitor instructional interventions quarterly.	
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-wide professional development is aligned to core standards. The professional development offered to staff organized by the ILT and relates to the instructional needs of all students. The administration will monitor the effectiveness of professional development through the use of surveys and evaluations of each PD.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
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 meet regularly (twice per week for double periods) to discuss curriculum student assessment. Teachers are now aware that they share ownership for the results in student learning. It is no longer a personal attack on their instructional methods, but a reality of where students are and where they should be.	
	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.	Instructional coaching needs to be on-going and more consistently aligned with the needs of the students. New teachers need to be provided with effective mentoring. The administration needs to provide more feedback to teachers on how to improve their methods of instruction. With the new evaluation system (REACH), this will happen naturally.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• 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	More emphasis needs to be placed on reinforcing expectations to aspire to college and career readiness. Yates School has increased its number of students applying to selective enrollment schools. The school has an increased number of 8th grade students who were accepted to selective enrollment schools. The school counselor, teachers and the school administration make students aware of the great choices available to them at the neighborhood high school. 8th grade students attend an algebra class every morning from 7:30 am to 8:45 am. The algebra class scored very well on the algebra exit exam.	
	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.	All students at Yates School know they have adult advocates in every staff member and in the administration. The administration has worked very hard to create an atmosphere of loyalty and respect. The environment is that of a family where trust and respect prevail. Students with disabilities are an integral part of the school community through programs such as inclusion, peer tutoring and special olympics. Those with disabilities are participants in general ed classrooms as well as sports and extra curricular activities. All classrooms, especially bilingual classes reflect the culture and language of the families at home.	
	Behavior& Safety	-->		**4**

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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.	Yates School adheres to the "Student Code of Conduct" published by the Chicago Public Schools. The school has instituted the Positive Behaviior Intervention Sustem (PBIS) and rewards students for positive behaviors. Students feel they are safe throughout the school. All outside doors are secured from the outside and three outside doors have a security system where the staff has individual codes that operate the doors. There is a camera at the main door on Richmond St. Visitors ring in and the office clerk sees the visitor on a monitor and is able to ring the guest in.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• 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.	The principal of Yates sends out a monthly newsletter notifying parents and families of current events and expectations for all students. The school established ongoing information and support for high school selection and enrollment. Monthly community meetings are scheduled where important and necessary information is shared. When necessary, members of the 14th District Police Department are invited to speak to community groups on topics of interest. the 35th Ward Alderman has been invited to speak to community groups.	
	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 principal of Yates sends out a monthly newsletter notifying parents and families of current events and expectations for all students. The school established ongoing information and support for high school selection and enrollment. Monthly community meetings are held where pertinent school information is shared with stakeholders. All parente/guardians are invited to conference with teachers each morning from 8:30-8:45 am about student progress.	
	Bonding	-->		**4**

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	Typical School	Effective School	Evidence	Evaluation
DIII	• 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.	Parents/guardians, families and guests know they are always welcome at Yates School and the principal has established an open door policy. He is always available for conferences. The school maintains a strong parent patrol that works daily to maintain safety around the outside of the school. Parent volunteers assist the lunchroom manager by collecting lunch tickets at meal times. Some parents help teachers in the classrooms with tasks such as making copies and decorating bulletin boards. Parents participate in fund raising activities. Yates has yearly family night activities. Parents and guests are invited to watch student assemblies and performances. The school maintains close ties with Tastee Freeze Ice Cream on Armitage. The owner offers free ice cream as an incentive for positive behaviors. The school offers computer classes in English and in Spanish to all intrested parents through 2 agencies: Humboldt Park and Latino American Computer Center.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		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 Head Start teachers make weekly home visits. The school social worker works with families in the school community and has open communication with them. The Association House of Chicago work with families to offer support for children who are frequently absent and or tardy.	
College & Career Exploration and election	-->		3
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	8th grade students are given exposure to college through field trips to colleges such as Northeastern Illinois University, The University of Illinois and DePaul University through a program called the Gear Up Program.	
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.	All teachers meet regularly to plan and prepare. Teachers discuss ways in which to offer rigorous academic programs.	
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 offers the following extracurricular activities: Boys' basketball, girls' soccer, garden club, yoga, art club, glee club, early morning algebra class, science club,early morning 6th grade math club.	

N 6: College and Career Readiness Supports

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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
D I M E N S I O	*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.	All 8th grade students take the Explore assessment. All 8th grade students participate in the Gear Up Program. The Gear Up leader plan trips to local universities for all 8th grade students.	
	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.	Does Not Apply	
	Transitions	-->		**3**
	• 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.	Head Start teachers and kindergarten teachers collaborate in order to make the transition from Pre-K to kindergarten easier. Teachers are every grade level work together to ensure a smooth transition from one grade level to the next.	

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School Effectiveness Framework

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	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.	All discretionary funds have been aligned to needs of grade levels. Partnerships with Girl Scouts, Association House, Indiana Dunes Park and Junior Achievement have been formed to meet the needs ot student and staff members. The school social worker works with students who have been identified as having anger problems, on a weekly basis.	
	Building a Team	--->		**2**
	• 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.	Although all staff members at Yates are "team players", the principal has not included staff members in the hiring process in the past. More emphasis will be placed on teachers and LSC members participating in the hiring of new staff members. All staff members meet twice a week for double periods to discuss grade level information. The ILT meets weekly to work on improving curriculum and instruction.	
	Use of Time	--->		**3**

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
• 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.	All schedules reflect the needs of all students. All students in special ed classrooms are scheduled to have gym, library and art with their general education peers. The case manager needs to improve his time management skills.	

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 mission of Yates School is to create life long learners in an environment that nurtures diversity, intellectual thought and social development through continuous high and rigorous instruction.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Language Arts: Align rigorous language arts instruction toward Common Core State Standards (CCSS) in content areas with a; focus on non-fiction text.	By increasing the amount of non-fiction text in language arts instruction, all students, including those ELL students and those with IEPs will develop a greater understanding of non-fictional content and its structure.
2	Guided Reading: Focus instructional practice within guided reading lsesson to ensure consistency within and across classrooms and grade levels.	Recent classroom observations suggest that some staff members are not implementing all the practices recommended by Fontas and p Innell and therefore are not consistent with guided reading instruction.
3	Science: Integrate science curriculum in context with appropriate non-fiction text.	Through classroom observations and test scores there is little evidence that a vertical science curriculum is executed with fidelity at every grade level.
4	Math: Ingegrate comprehension of word problems and number sense.	Through observation and test scores, there seems to be a lack of differentiaion in math at all grade levels and for all students.
5	Special Education: Raise the rigor of classwork presented for all special needs students.	It has been noted that some of the special education classes are not presenting material that is of high rigor.

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
Language Arts: Align rigorous language arts instruction toward Common Core State Standards (CCSS) in content areas with a; focus on non-fiction text.	By increasing the amount of non-fiction text in language arts instruction, all students, including those ELL students and those with IEPs will develop a greater understanding of non-fictional content and its structure.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue teacher-led professional development focused on implementation of literacy instruction in content areas aligned to the CCSS.	Instructional Materials	All	All Teachers	Quarter 1	On-going		Purchase non-fiction libraries and materials related to CCSS for all classrooms.
Teachers will participate in learning walks throughout grade bands to look for e vidence to support colleagues in the integration of reading strategies within content areas.	Instructional Materials	All	All Teachers	Quarter 1	On-going		Participate in learning walks throughout grade bands.
Teachers will collaborate during weekly grade level meetings to review and develop lessons that incorporate informational text to the CCSS.	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		Weekly collaboration among teaching staff.
Teachers will use formal assessment data, including ISAT, NWEA and DIBELS/IDEL for all students; including ELL and those with IEPs to guide instrukcion and monitor student progress in reading and understanding of non-fictional text.	Instructional Materials	All	All Teachers	Quarter 1	On-going		Review formal assessments for understanding of where students are, in their academics.

Strategic Priority 1

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
Guided Reading: Focus instructional practice within guided reading lsesson to ensure consistency within and across classrooms and grade levels.	Recent clasroom observations suggest that some staff members are not implementing all the practices recommended by Fontas and p Innell and therefore are not consistent with guided reading instruction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All students are pre-assessed to determine reading competency using BAS (3-8) or DIBELS (K-2) during the first 5 weeks of school.	Instruction	All	All Teachers	Quarter 1	On-going		All teachers will pre-assess all students.
Continue to provide professional development regarding best practices in guided reading including lesson components, timing and school-wide accepted language. (5 sessions 1st marking period).	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		All teachers will participate in ongoing professional development.
Teachers will review and utilize the Continuum of Literacy Learning as the instructional compass for guided reading lessons.	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		In grade level meeting groups teachers will review and discuss the Continuum of Literacy Learning.

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: Integrate science curriculum in context with appropriate non-fiction text.	Through classroom observations and test scores there is little evidence that a vertical science curriculum is executed with fidelity at every grade level.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Acquire necessary non-fictional level texts to support science instruction.	Instructional Materials	All	Administraion	Quarter 1	On-going		Funds have been allocated in PSB to purchase new non-fiction texts in science.
Identify and bridge curriculum gaps at each grade level, establlishing accountability for individual skills assess at 4th and 7th grade benchmarks.	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		This work will continue throughout the year in grade meetings.
Utilize science journals as school-wide evidence of student learning and adherence to established responsibility.	Instruction	All	All Teachers	Quarter 1	On-going		Teachers and administration will monitor the utilizations of science journals.
Incorporate common core question rigor in formative and summative assessments.	Instruction	All	All Teachers	Quarter 1	On-going		Teachers will monitor common core rigor in science.

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
Math: Ingegrate comprehension of word problems and number sense.	Through observation and test scores, there seems to be a lack of differentiaion in math at all grade levels and for all students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Over 90% of students who participated in the algebra class passed the exit exam.	After School/ Extended Day	Other student group	8th grade math teacher	Quarter 1	On-going		Continue to allocate extended day funds for algebra teacher's stipend.
Teachers will continue to meet weekly to plan math activities and to align the curriculum to the Core Standards.	Instruction	All	Teacher	Quarter 1	On-going		Continue to meet twice weekly. Purchase additional math books for students at grads 6-8.
Teachers will convert current testing systems to NWEA and will have an understandingj of student needs in math.	Instruction	All	Teacher	Quarter 1	On-going		Teachers will continue to meet to discuss NWEA testing procedures.

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
Special Education: Raise the rigor of classwork presented for all special needs students.	It has been noted that some of the special education classes are not presenting material that is of high rigor.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Special education students are integrated into the regular program of instruction. Special ed students are not distinguised from general ed students.	Other	Students With Disabilities	Teachers	Quarter 1	On-going		Continue to pair special ed and general ed students for library, PE, art and music.
The level of rigor in special ed classrooms has improved, but teachers should expect more from the children.	Instruction	Students With Disabilities					Purchase more special ed materials that challenge the children beyond their limits. Purchase more classroom libraries that show higher order thinking skills and higher rigor.
Some differentiation is occurring in the special ed classrooms, but needs to increase.	Instruction	Students With Disabilities					Purchase materials that allow for greater differentiation.