

## Marvin Camras Elementary School

Fullerton Elementary Network

3000 N Mango Ave Chicago, IL 60634

ISBE ID: 150162990252963

School ID: 610539

Oracle ID: 22691



### Mission Statement

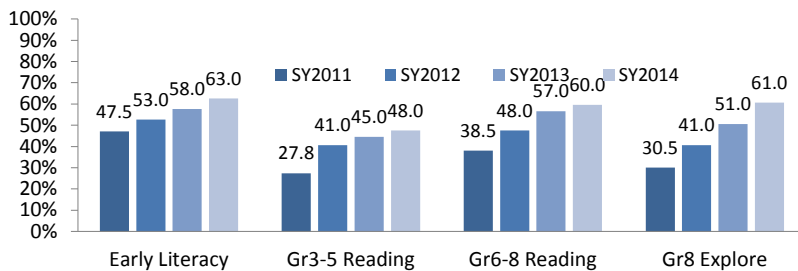
The mission at Marvin Camras Children's Engineering School is to foster and develop all our students' curiosity, creativity, higher order thinking, communication and problem solving skills while participating in hands-on learning across all content areas. We believe students' motivation and achievement increases when they are given choice in what and how they learn. At Camras Children's Engineering School each student will become an active participant in their schooling and receive the necessary support and attention from our staff in their journey as learners.

### Strategic Priorities

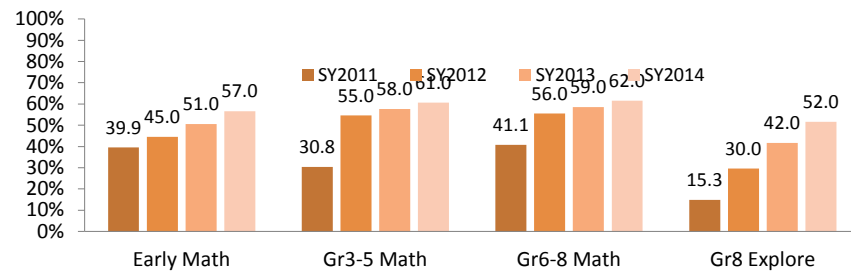
1. Our priority is to continue to develop teachers' instructional capacity of standards-based planning and instruction, and provide students with an education that prepares them for college and career success, through faithful learning and the use of the Common Core State Standards within Reading and Writing Workshop.
2. Our priority is to deeply learn and use the CPS Literacy and Math Content Frameworks and sample tools, to develop curriculum maps, performance assessments and unit plans that will result in curriculum and instruction that represents the instructional shifts required to successfully implement the Common Core State Standards, including
3. Our priority is to deeply learn and use the CPS Framework for Teaching, focusing on Domain 1 (Planning & Preparation) and Domain 3 (Instruction) to understand and continually improve the level of instruction students need to master the CCSS.
4. Our priority is to create and share an understanding of the Camras Culture, by strengthening a responsive climate with systematic approaches for identifying and serving students in need of behavioral, social or academic supports.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





## 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](http://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:	Marvin Camras 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
Evelyn Acevedo-Nolfi	Classroom Teacher
Rolando Argumedo	Classroom Teacher
Agnieska Chomicki	Classroom Teacher
Clariza Dominicci	Assistant Principal
Deborah Guidara	Other
Patrice Hall	Special Education Faculty
Beth Houghtby	Classroom Teacher
Leonor Karl	Principal
Maria Lutz	ELL Teacher
Christiana Martino-Vega	Lead/ Resource Teacher
Kelly Masterson	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	47.5	53.0	58.0	63.0		<b>Early Math</b> % of students at Benchmark on mClass	39.9	45.0	51.0	57.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	27.8	41.0	45.0	48.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	30.8	55.0	58.0	61.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	47.8	55.0	58.0	61.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	38.6	69.0	91.0	93.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	38.5	48.0	57.0	60.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	41.1	56.0	59.0	62.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.4	60.0	62.0	65.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	49.2	69.0	72.0	75.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	30.5	41.0	51.0	61.0		<b>Explore - Math</b> % of students at college readiness benchmark	15.3	30.0	42.0	52.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.1	95.0	95.5	96.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	4.3	4.0	3.2	2.7

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	70.8	75.0	80.0	85.0		<b>ISAT - Reading</b> % of students exceeding state standards	12.0	16.0	20.0	25.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	71.8	76.0	81.0	86.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	11.2	15.0	18.0	22.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	67.2	70.0	73.0	77.0		<b>ISAT - Science</b> % of students exceeding state standards	7.8	10.0	13.0	16.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Reading goals defined by grade levels using Fountas &amp; Pinell text gradient &amp; benchmarks</li> <li>Instructional reading levels influence quarterly reading grade</li> <li>Parents informed of reading levels through report card insert</li> <li>Teachers set quarterly goals for students and discuss with administration at quarterly data talks                             <ul style="list-style-type: none"> <li>School priorities are outlined in Theory of Action</li> </ul> </li> <li>Theory of Action addresses BAS/STEP growth of students on level, Scantron growth</li> <li>CCSS Performance Task &amp; Unit Plan development</li> <li>Learning Cycles developed by ILT drives teaching/learning</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Cycles support teachers through staff development workshops</li> <li>one-on-one coaching from Lead Literacy teacher and support from ILT teacher leaders at grade level meetings and peer observation/coaching</li> <li>Administration supports through classroom observation and meetings with individual teachers</li> <li>Staff, students and parents know grade level benchmarks and can articulate their students range in relation to the goal</li> <li>Staff sets quarterly goals to help students meet benchmark goals for their grade</li> <li>Special meeting are held during BAC and PAC meeting to keep parents abreast of Camras reading program</li> <li>Parent Nights inform parents of work being done in reading, math, engineering and provides suggestions to help at home</li> <li>Differentiated, after school PD for teachers</li> <li>Internal Walk Through to monitor teacher learning outcomes</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):                             <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom teachers work on Early Adopter</li> <li>• Curriculum and grade level teams analyze their classroom data</li> <li>• All members of ILT (11) form part of CWIP team and analyze schoolwide data and set the agenda for staff development</li> <li>• The following committees are represented: PBIS, Math, Literacy, Social , STEM, Longer School Day, Bilingual, Special Education</li> <li>• Functional Rti team is in place</li> <li>• Seven teacher cohort of National Board Candidates, supported by four current NBCTs</li> <li>• Bilingual Lead Teacher and Union representative</li> <li>• Two staff members form part of the District CCSS Lead Teacher PLC</li> <li>• Five staff members belong to the District Performance Assessment task group</li> <li>• Lead and experienced teachers host observations during Lab Cycles</li> <li>• New teachers partnered with Camras existing teachers to support</li> <li>• 7 teachers created and delivered PD during Area 4 Summer Institute</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b><i>Instructional Leadership Team (ILT)</i></b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Members of our ILT represent all grade clusters and classroom teachers (bilingual, special education and ancillary staff in addition to the principal and assistant principal)</li> <li>The ILT creates quarterly learning cycles, identifies needs in staff development, and leads the work at grade level meetings and PD days</li> <li>ILT Teacher Leaders serve as Lab Classrooms for peer observation &amp; new staff mentors</li> <li>ILT Teacher Leaders lead grade level meetings to facilitate two-way conversation</li> <li>ILT members reflect on their leadership skills and share strengths and weakness with ILT team in order to improve their effectiveness</li> <li>Roles are shared within the ILT team</li> </ul>	
<b><i>Monitoring and adjusting</i></b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers complete quarterly STEP/BAS Progress Monitoring sheet and STEP/BAS goal setting sheet quarterly</li> <li>Each teacher meets with administration for quarterly Data Chats to identify areas of growth and areas to target support for individual students</li> <li>Staff is expected to analyze what is working/not working with their students to correct instruction</li> <li>Support is offered to staff as dictated by need identified by the teacher or administration</li> </ul>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>• Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade levels follow The Continuum of Literacy Learning PK-8 by Fountas and Pinell after analysis of student assessment data, to plan for guided reading and mini-lessons</li> <li>• Teachers develop Reading and Writing Workshop mini-lessons at grade level planning meetings using Lucy Calkins' Common Core Reading and Writing Series</li> <li>• Planning for guided reading instruction is responsive to students' needs</li> <li>• Camras applied for, and became a CCSS Early Adopter School and as such, has developed units and assessments around Common Core Standards K-8</li> <li>• Camras has no basal and uses leveled text (fiction and non-fiction) to instruct students in reading and across content areas</li> <li>• Students who are below level are exposed to grade level text through reading aloud and shared reading</li> </ul>	
	<b>Instructional materials</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>• Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>• Reading instruction/language arts uses Fountas and Pinnell's The Continuum of Literacy Instruction PK-8 as well as leveled texts, Words their Way by Donald Bear, Reading and Writing Workshop supports by Lucy Calkins, and Haggerty's Phonemic Awareness</li> <li>• Math is taught using Everyday Math/ Connected Math , with complementary read aloud materials to support grade level units</li> <li>• Science instruction uses FOSS/SEPUP</li> <li>• Engineering is taught with Engineering is Elementary (K-5) and teacher made materials (6-8)</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers analyze BAS/STEP data with administration and lead literacy teacher quarterly</li> <li>• Scantron data is available online to individual classroom teachers after assessment period</li> <li>• M-Class data in math for grades K-2 is available to teachers for analysis</li> <li>• ILT analyzes school-wide data for Scantron, M-Class and STEP/BAS</li> <li>• Common science assessments were created in 2010-11</li> <li>• Unit and chapter tests are available to support math instruction</li> <li>• ELL and SPED have access to tests in native language or with accommodations</li> <li>• Work has begun to correlate assessments to Common Core Standards</li> <li>• Progress Monitoring Sheets &amp; class data walls are completed after each assessment round and submitted to administration for data compilation, goal-setting and disaggregation</li> <li>• Anecdotal records through conferring notes and checklists are also used to form instruction</li> <li>• Writing rubrics are used to score students' published Writing Workshop genre pieces</li> <li>• As a CCSS Early Adopter school, each teacher team has created a performance assessment aligned to CCSS</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Many teachers write the objective on the whiteboard and communicate its relevance to students</li> <li>• Objectives of learning are expressed through explicit teaching of reading strategies (what, why, how)</li> <li>• Reading and Writing Workshop curriculum sequence and writing by teacher teams aligned to CCSS standards</li> <li>• Teachers explain expectations thoroughly for assignments and class work</li> <li>• Teachers are aware of the need to develop higher order thinking in students and use high level questioning to support this</li> <li>• Teachers use a variety of strategies to support SWD and ELL students such as: charts, visuals, peer helpers, adaptation and modifications</li> <li>• Leveled texts are used as needed to ensure learning of concepts using text appropriate for students' reading level</li> <li>• Instruction is scaffolded through modeling, practice and independent work (I do, we do, you do)</li> <li>• Teachers often use exit slips, whole group response and calling on students to monitor understanding.</li> <li>• Shared template for planning for Guided Reading with questions along the 12 Systems of Strategic Actions, and use of the Continuum to develop these questions</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers analyze BAS/STEP data with administration and lead literacy teacher quarterly</li> <li>Scantron data is available online to individual classroom teachers after assessment period</li> <li>M-Class data in math for grades K-2 is available to teachers for analysis</li> <li>Teachers use running records during guided reading to inform needed instruction for students</li> <li>Informal assessments such as exit slips are often used in content areas</li> <li>Examples of interventions used at Camras include small group instruction, peer helpers and Achieve 3000 computer program (grades 6-8)</li> <li>BAS &amp; STEP are used as a screening tool to identify students in need of academic support, as well as a diagnostic tool once assessments are analyzed</li> <li>Words Their Way Developmental Spelling Inventories are</li> </ul>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The Learning Cycle developed by the ILT team supports the school wide focus and includes professional readings, school-wide workshops, grade level identified needs as well as work led by ILT representative at grade level team</li> <li>Camras relies on ILT member feedback and teacher informal comments to evaluate professional development</li> <li>School is responsive to staff when they require additional time or instruction on a particular area</li> <li>On many occasions the school has opened its doors on Saturdays and paid a stipend to teachers wishing additional time and support in order to complete a task such as data analysis, common core unit planning or interpreting assessments</li> <li>Learning Walks at the close of Learning Cycles to evaluate professional learning occur</li> <li>Lab cycle observations are used to strategically place teachers in classrooms for observation with a differentiated approach</li> <li>Lesson plan feedback exchange is done with peers and literacy coach</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly TCT (Teacher Collaboration Teams) focus on whole-school professional learning</li> <li>Data Chats occur quarterly and identify individual teacher needs</li> <li>Walking Guided Reading across grade levels and bands to support all students</li> <li>SPED collaboration with TCT</li> <li>TCT agenda, minutes, roles, action steps &amp; minutes posting weekly</li> <li>Teachers collaborate to plan mini-lessons, develop common core units and assessments</li> <li>Lead literacy teacher is available to offer suggestions to teachers who have a struggling student who is not making adequate progress</li> <li>Teachers meet with RTI team (psychologist, case manager, lead literacy teacher, bilingual teacher and special education teacher ) to identify strategy and monitor data for students needing intervention</li> <li>Teams (PBIS, RtI, STEM, Social, etc.) are inclusive and representative of staff</li> <li>Expectation for shared leadership, respect, trust, and reflection is an expectation of all staff and one affirmed by the offer letter at hire</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are encouraged to ask for support when needed</li> <li>Grade level teams support new teachers to their group</li> <li>New teachers meet with Lead Literacy teacher to receive support in Balanced Literacy</li> <li>The New Teacher Center provides additional support to newly hired staff</li> <li>Teachers support each other through cross classroom visitations and feedback session</li> <li>Staff is encouraged to attend out of school workshops and conferences</li> <li>Lead literacy teacher and administration provide feedback to staff and suggest in-house and outside PD</li> <li>New hire PD, Blended coaching relationships identify teachers level of coaching needed</li> <li>Lesson plan feedback by literacy coach and peers</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>Through our advisory period, staff reinforces expectations, addresses areas of need, and develop close relationships with students in grades 6-8</li> <li>Students are given opportunity for leadership through participation in student council and extended day activities</li> <li>Many classroom teachers open their doors before or after school on their own time to support struggling students</li> <li>College and career-ready standards, expect all students to be at a reading level of Z by 8th grade to be on pace for high school (established benchmarks per grade and quarter, achievement from every angle)</li> <li>Learning cycle focuses on the continued development of writing units aligned to the CCSS</li> <li>An established grading system paces student achievement through 8th grade to be ready for high school</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers are good advocates for their students</li> <li>Advisory teachers in grades 6-8 develop close relationships with their students and support them academically and socially</li> <li>SWD have access to all school activities</li> <li>Teachers implement PBIS to support and maintain a healthy and respectful climate</li> <li>Inappropriate or disrespectful behavior usually results in 2 hours after school detention to minimize academic disruption.</li> <li>Co-teaching settings encourage relationship-building with all students</li> <li>SWD go to specials with grade level peers</li> <li>All students have an individual academic goal</li> <li>PBIS matrix reinforces behavior expectations</li> <li>Books in multiple languages reflects appreciation and respect for diversity</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>• School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A Parent Patrol has been established for entrance and dismissal safety</li> <li>• PBIS establishes a shared expectation of behavior</li> <li>• School-wide “ Gotchas” reinforce positive behavior</li> <li>• CICO (check in-check out) with students in need of individual support is provided</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>Principal shares school performance at Open House and Title I informational meeting with parents in English and Spanish</li> <li>Parents have an opportunity to ask questions and have their voices respected</li> <li>Parents provide input in school improvement planning</li> <li>Parents' perception of the school is noted in My Voice, My School survey</li> <li>Teachers meet with parents in September to share expectations and grading policies, and begin to form relationships</li> <li>Teachers are available for additional meetings with parents as needed</li> <li>Rubrics are often used so that parents and students understand expectation of assignments and how grades are determined</li> <li>The school counselor and 8th grade teachers provide support to students and families in transition to high school, to better understand choices available to students</li> <li>Families receive regular information on where the students are at academically</li> <li>Back to school nights and Curriculum Nights occur regularly to bridge the home/school connection</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, counselors and administrators are available to meet with parents who have concerns about their student's progress</li> <li>Staff holds evening events to support parents in helping their students at home through Family Nights</li> <li>Grade Book is used as a reliable way to communicate progress</li> <li>Teachers use email to communicate with parents, and parents are encouraged to communicate via email, also</li> <li>Report Card conferences, after school meetings, parent workshops, PAC/NCLB, Open House, and curriculum nights are various ways that Camras encourages communication with families</li> </ul>	
	<b>Bonding</b> ----->			<b>3</b>



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Parents are encouraged to participate in school activities and volunteer</li> <li>Currently we have 18 who participate in Parent Patrol and who volunteer in classrooms</li> <li>Parents are welcomed to attend games, performances, parent meetings and workshops, Family Nights, visit classrooms during school hours and participate in fieldtrips</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Camras has developed a relationship with Metropolitan Family Services, who provide a social worker to families and students identified by the school</li> <li>Home bound or hospitalized students receive teaching from staff</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers support students in researching careers that meet their interests</li> <li>Some classrooms do career explorations</li> <li>Some classrooms display college banners</li> <li>Engineering curriculum exposes students to different careers</li> </ul>	
<b>Academic Planning</b> ----->			<b>1</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>The staff encourages creativity, problem solving, and higher order thinking by the students through the menu choices in learning activities</li> <li>Students develop strong oral and written communication skills through research, written reports, oral and power point/multimedia presentations</li> <li>Students are held responsible for their own learning through goal setting and choice of learning activities</li> <li>Students receive support from the staff in their area of deficiency through small group instruction, extended day programs and individual attention from teachers</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool program offers a rich variety from tutoring in reading and math to fine arts</li> <li>Other options are dance classes, yearbook, cooking, ESL, Girls on the Run, and a variety of sports such as intramural sports, basketball, soccer, baseball, and track.</li> <li>Sports, Space Explorers, cooking, chess, Girls On The Run, book clubs, and student</li> </ul>		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	8th grade students take the Explore test that measures readiness for high school success.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-K students visit Kindergarten classrooms before the end of the school year</li> <li>Parents are advised of Kindergarten expectations</li> <li>Parents of students in grades 3, 6 and 8 are informed of the promotion policy</li> <li>Grade 8 students and parents are supported and assisted in making their High School selections by 8th grade staff and the counselor.</li> <li>Many students attend Freshman Connections</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			3
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>Discretionary spending is focused on school priorities</li> <li>Sufficient materials in the core content areas, classroom libraries, technology, and staff development was prioritized in the budget</li> <li>Developed Partnerships with Metropolitan Family Services, Cape Design Seminar, Organwise</li> <li>Applied for and pending partnership with Chicago Communities in Schools</li> <li>Chicago Foundation for Education, Boundless Readers, Donors Choose and STEM grants awardees</li> </ul>	
	<b>Building a Team</b> ----->			3
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Opening a new school gave the opportunity to hire the new staff when the school opened in 2010</li> <li>Serious consideration was given to the selection in order to meet the students' needs: skills, culture, sex, language, content expertise, certification, endorsements, etc.</li> <li>Staff is selected based on two separate interviews which allows us to get a glimpse of the candidates' philosophy, experience, background, and special skills; a video or observation of teaching and an essay on the candidate's "ideal school"</li> <li>Candidates are asked to accept an offer letter which identifies some of the requirements and disposition for the position</li> <li>All 6-8 classroom teachers hired need to be able to teach reading as well as one or more additional content areas</li> </ul>	
	<b>Use of Time</b> ----->			3

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Double preparation periods for planning (80 minutes); to provide ample collaboration and planning time</li> <li>• Our current schedule allows for 25 minutes of recess and 20 minute lunch for students for teachers 45 minute released lunch</li> <li>• The 2012-13 school year schedule has built-in intervention and enrichment blocks for students</li> </ul> <p>Full School Day planning team continues to work diligently to develop a schedule that supports student and staff needs</p>	

## 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 at Marvin Camras Children's Engineering School is to foster and develop all our students' curiosity, creativity, higher order thinking, communication and problem solving skills while participating in hands-on learning across all content areas. We believe students' motivation and achievement increases when they are given choice in what and how they learn. At Camras Children's Engineering School each student will become an active participant in their schooling and receive the necessary support and attention from our staff in their journey as learners.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Our priority is to continue to develop teachers' instructional capacity of standards-based planning and instruction, and provide students with an education that prepares them for college and career success, through faithful learning and the use of the Common Core State Standards within Reading and Writing Workshop.	Based on results from the School Effectiveness Framework survey suggesting a strong and continued need for the development of a CCSS-aligned curriculum, prioritizing our collaborative development of standards-based instructional tools will support the achievement of our ISAT goals, and PARCC results once implemented.
2	Our priority is to deeply learn and use the CPS Literacy and Math Content Frameworks and sample tools, to develop curriculum maps, performance assessments and unit plans that will result in curriculum and instruction that represents the instructional shifts required to successfully implement the Common Core State Standards, including math practice standards.	While 2011 ISAT results showed 71% of students meeting or exceeding reading standards, and 72% for math; predictive PARCC results show a significant decline. By using the district tools that were derived from the PARCC Content Frameworks, and organizing and pacing standards within a learning model that accommodates the instructional shifts required for CCSS success, student achievement rates on all standardized assessments will increase.
3	Our priority is to deeply learn and use the CPS Framework for Teaching, focusing on Domain 1 (Planning & Preparation) and Domain 3 (Instruction) to understand and continually improve the level of instruction students need to master the CCSS.	Based on the 2011 amount of K-2 students at grade level benchmark in reading and math, 48% and 40%, respectively; and 2011 Scantron reading and math data resulting in even less achievement of 3rd - 8th graders; developing teacher practice through the CPS Framework for Teaching will impact both instruction and learning.
4	Our priority is to create and share an understanding of the Camras Culture, by strengthening a responsive climate with systematic approaches for identifying and serving students in need of behavioral, social or academic supports.	Based on the results of our School Effectiveness Framework survey, discrepancies of how our staff views Camras' culture and climate (Dimension 4) ranged from ratings of 1-4, with needs throughout the Behavior & Safety category. By targeting our climate and culture - sharing/supporting high expectations, valuing relationships, creating a safe school - and strengthening our holistic support systems for students; they will thrive in an environment focused on these essential elements for successful learning and growth.
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Our priority is to continue to develop teachers' instructional capacity of standards-based planning and instruction, and provide students with an education that prepares them for college and career success, through faithful learning and the use of the Common Core State Standards within Reading and Writing Workshop.	Based on results from the School Effectiveness Framework survey suggesting a strong and continued need for the development of a CCSS-aligned curriculum, prioritizing our collaborative development of standards-based instructional tools will support the achievement of our ISAT goals, and PARCC results once implemented.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Professional Development on Understanding by Design, to backward plan instructional units based on the CCSS.	Professional Development	All	ILT Lead Teachers	Quarter 1	Quarter 1		
Develop Performance Assessments, Scoring Tools and Unit Plans based on the CCSS and Camras Grade Level Curriculum Maps (Priority 2).	ILT/ Teacher Teams	All	Literacy Teacher	Summer 2012	Year 2		Connect to Domain 1 - Planning & Preparation
Create a shared understanding and advance implementation of the District Strategic Priorities through developing a Common Core-aligned Reading and Writing Workshop curriculum.	Instruction	All	ILT	Quarter 1	on-going		Common Core State Standards addressing the "What?"
Provide Professional Development and collaborative learning to develop and implement effective argument-based writing in grades K-8.	Professional Development	All	ILT Lead Teachers	Quarter 1	Quarter 4		Based on development, primary grades may balance focus on prerequisite skills for argument writing (opinion, persuasive).
Complete data-driven practice (assess, analyze, act) for all quarterly and unit performance assessments administered.	Instruction	All	Administration	Quarter 1	On-going		Connect to Domain 1 - Planning & Preparation

**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
Our priority is to deeply learn and use the CPS Literacy and Math Content Frameworks and sample tools, to develop curriculum maps, performance assessments and unit plans that will result in curriculum and instruction that represents the instructional shifts required to successfully implement the Common Core State Standards, including math practice standards.	While 2011 ISAT results showed 71% of students meeting or exceeding reading standards, and 72% for math; predictive PARCC results show a significant decline. By using the district tools that were derived from the PARCC Content Frameworks, and organizing and pacing standards within a learning model that accommodates the instructional shifts required for CCSS success, student achievement rates on all standardized assessments will

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create Grade Level Curriculum Maps for K-8 based on the CPS Literacy Planning Guide	Instruction	All	ILT/Teacher Teams	Summer 2012	Summer 2012		The initial drafts will be completed in Summer 2012, with on-going feedback and modifications, as needed, by grade level teams.
Provide Professional Development to understand the Instructional Shifts required to implement the Literacy & Mathematics CCSS, where they are present in our Balanced Literacy model and across content areas.	Professional Development	All	ILT Lead Teachers	Quarter 1	On-going		Identify gaps/needs, and develop a growth plan.
Provide Professional Development to understand the role of/implement Academic Vocabulary and Close Reading in a Balanced Literacy model & through Reading Workshop implementation.	Professional Development	All	Lead Literacy Teacher	Quarter 2	Quarter 2		Literacy Instructional Shift 1
Implement reading and writing practices grounded in evidence from the text throughout Balanced Literacy components and content areas.	Instruction	All	ILT/Teacher Teams	Quarter 1	On-going		Literacy Instructional Shift 2
Inventory classroom libraries and create book orders to fill text and leveled needs based on 2012-13 Curriculum Maps and Unit Plan demands.	Instruction	All	ILT/Teacher Teams	Quarter 1	On-going		Literacy Instructional Shift 2
Provide Professional Development to understand and implement the CCSS Mathematical Practice Standards explicitly and in everyday instruction.	Instruction	All	ILT/Teacher Teams	Quarter 1	On-going		Mathematics Instructional Shift 2
Collaborate in vertical and horizontal unpacking of the CCSS-M to develop an understanding of how math content links within and across grade levels.	Instruction	All	ILT/Teacher Teams	Quarter 2	Quarter 4		Mathematics Instructional Shift 3
Use the Mathematics Content Framework and Toolsets to evaluate our Everyday Math Curriculum, and plan for instruction focused on the critical areas to develop conceptual understanding and procedural fluency.	Instruction	All	ILT/Teacher Teams	Quarter 1	On-going		Mathematics Instructional Shift 1



### Strategic Priority 2


### 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
Our priority is to deeply learn and use the CPS Framework for Teaching, focusing on Domain 1 (Planning & Preparation) and Domain 3 (Instruction) to understand and continually improve the level of instruction students need to master the CCSS.	Based on the 2011 amount of K-2 students at grade level benchmark in reading and math, 48% and 40%, respectively; and 2011 Scantron reading and math data resulting in even less achievement of 3rd - 8th graders; developing teacher practice through the CPS Framework for Teaching will impact both instruction and learning.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Professional Development and implement various forms of academic feedback as a formative assessment to advance learning.	Instruction	All	ILT/Teacher Teams	Quarter 2	Quarter 2		Questioning, Conferring, Written Feedback, Prompting during Guided Reading - Domain 3d
Create a shared understanding and support the implementation of effective instruction as defined by the Framework for Teaching ( District Strategic Priority).	Professional Development	All	ILT/Teacher Teams	Summer 2012	On-going		Framework for Teaching addressing the "How?"
Provide Professional Development on using questioning and discussion techniques to promote thinking, have text-based conversations, and construct evidence-based arguments.	Professional Development	All	ILT/Teacher Teams	Quarter 2	Quarter 2		Domain 3b & Literacy Instructional Shifts 1 & 3 connection
Develop and implement quarterly individual professional growth plans based on a combination of self-assessment and observation using the Framework for Teaching.	Instruction	All	Teachers/Administration	Summer 2012	On-going		

**Strategic Priority 3**


### 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
Our priority is to create and share an understanding of the Camras Culture, by strengthening a responsive climate with systematic approaches for identifying and serving students in need of behavioral, social or academic supports.	Based on the results of our School Effectiveness Framework survey, discrepancies of how our staff views Camras' culture and climate (Dimension 4) ranged from ratings of 1-4, with needs throughout the Behavior & Safety category. By targeting our climate and culture - sharing/supporting high expectations, valuing relationships, creating a safe school - and strengthening our holistic support systems for students; they will thrive in an

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish goals and structures for faithful and shared implementation of PBIS; including a clear understanding of expectations, behaviors and interventions for both students and teachers.	Other	All	PBIS Team	Quarter 1	On-going		Forming and monitoring behavior goals, regular and consistent use of positive interventions, belief in matrix expectations, etc.
Implement intervention strategies for students in need of behavior, social and/or emotioanl support.	Intervention	Other student group	Teachers and Social Worker	Quarter 1	Quarter 4		
Collaborate to establish values aligned to the Camras mission and vision, that guides the development of our school culture and climate.	Professional Development	All	ILT/Teacher Teams	Summer 2012	Quarter 1		
Deliver Professional Development and engage in relationship-building activities/strategies to promote interactions between/among adults/students that are appropriate, respectful and motivating.	Professional Development	All	ILT/Teacher Teams	Quarter 1	On-going		
Develop and execute a plan for creating a college-going culture through defining and reinforcing our expectations for college-readiness, creating student leadership opportunities, and making college expectations visible/concrete.	Professional Development	All	ILT/Teacher Teams	Quarter 1	Quarter 4		
Leverage the LSC parent representatives to help develop a plan for increasing meaningful family engagement.	Parental Involvement	All	LSC	Summer 2012	on-going		



**Strategic Priority 4**




**Strategic Priority 5**

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

Strategic Priority Description	Rationale

**Action Plan**

**Monitoring**

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