



Mission Statement

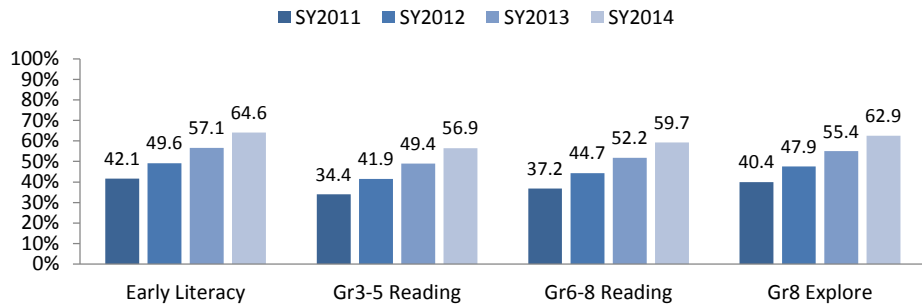
John P. Altgeld Elementary School will provide a nurturing and safe environment that will motivate students to strive for academic excellence, college and career readiness through differentiated, technological, and inquiry based instruction. All stakeholders will be committed to developing diverse learners that possess independence through appropriate academic and social skills to become cultured and productive members of society.

Strategic Priorities

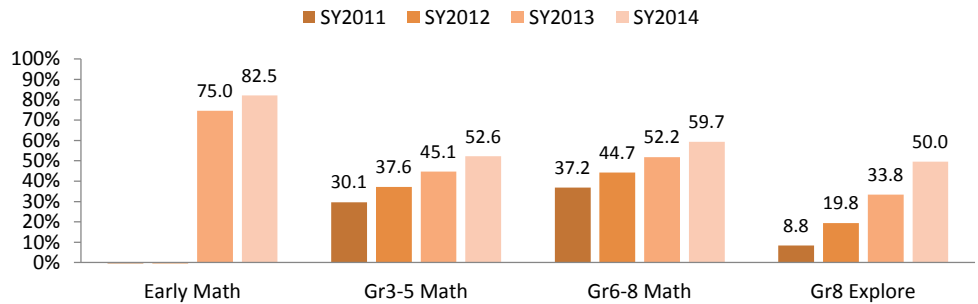
- 1. Increase the grade level performance of all students across the curriculum by 7.5%, through the use of best practices: Implementation of the 50 Content Area Strategies for Adolescent Literacy, 35 Strategies for Developing Content Area Vocabulary, Interactive Software for Math and Science, Scholastic Math and Science Magazine ,
2. Teachers are fully aligning their instruction to meet the higher expectations of the Common Core State Standards supported by intentional, challenging, and engaging instruction through the use of complex text, unit studies, and the use of global supplemental resources.
3. Continue to enhance the use of technology in instruction for teachers and improve technology skills of students to support learning.
4. Teachers and students will meet the attendance rate of 95% on a monthly basis.
5. Teachers will effectively implement Positive Behavior Intervention Support (PBIS) to incorporate a uniform/school-wide approach towards minimizing student misconducts.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	John P Altgeld 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
Gloria Davis	Principal
Kenya Underwood	Assistant Principal
Dorian J. Price	Lead/ Resource Teacher
Akilah Lowe	Special Education Faculty
Tammy Guyton	Lead/ Resource Teacher
Melba Brooks	Special Education Faculty
Corey Allen	Classroom Teacher
Tiffany Moore	Classroom Teacher
David Heckmann	Classroom Teacher
Sheryl Whitehead	Classroom Teacher
Carmine Marshall	Parent/ Guardian
Nicole Drakeford	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	42.1	49.6	57.1	64.6	Early Math % of students at Benchmark on mClass	NDA	NDA	75.0	82.5
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.4	41.9	49.4	56.9	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.4	59.9	67.4	74.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.1	74.6	82.1	89.6	6th - 8th Grade				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.2	44.7	52.2	59.7	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.2	44.7	52.2	59.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.8	64.3	71.8	79.3	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.0	63.5	71.0	78.5
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	40.4	47.9	55.4	62.9	Explore - Math % of students at college readiness benchmark	8.8	19.8	33.8	50.0



Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.9	95.0	95.0	95.0					
Misconducts Rate of Misconducts (any) per 100						32.9	25.4	17.9	10.4

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	79.6	87.1	94.6	100.0		ISAT - Reading % of students exceeding state standards	20.9	28.4	35.9	43.4
ISAT - Mathematics % of students meeting or exceeding state standards	75.8	83.3	90.8	98.3		ISAT - Mathematics % of students exceeding state standards	16.4	23.9	31.4	38.9
ISAT - Science % of students meeting or exceeding state standards	66.1	73.6	81.1	88.6		ISAT - Science % of students exceeding state standards	6.3	13.8	21.3	28.8

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Increase the percentage of students in Math by the following: Grades 3-5 (8.9%); 6-8 (10.8%) in order to ensure that they are meeting the college and career readiness anchor standards at each grade level. Increase the percentage of students in Reading by the following: Grades K-2 (7.9%); 3-5 (10.6%); 6-8 (10.8%) in order to ensure that they are meeting the college and career readiness anchor standards at each grade level. Under the direction of the Network Office, Altgeld adopted Balance Literacy as our Reading curriculum over six years ago, Everyday Math (K-5), Mathematics (6-8), as our math curriculum, and Sallie SePup, 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provide teachers the opportunity to participate in peer observation and in house co-teaching experiences. Provide teachers with disciplinary support through the use of PBIS Compensate teachers for extended day for curriculum planning Modeling what teachers need to be able to do and know for high quality performance assessment Model how to properly access the responses of learners with varied learning styles. Assist with bridging the gap across the content area Providing ongoing technology training Increase rigor; clarifying expectations as it relates to evaluating student work Principal encourages and supports a professional learning environment that evaluates teacher needs and interest and provides opportunities for growth in content knowledge and shared decision making. Principal provides professional resources in the efforts to enhance 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl 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 	<ul style="list-style-type: none"> *Opportunities are available for teachers to partake in the decision making process at all levels. In addition, teachers have the opportunity to engage themselves in a variety of school-wide or grade level programs and events. During professional development, time is allotted for teachers to collaborate within their cluster, share-out their cluster's outcomes to the remaining staff, and lead training sessions in efforts to share their expertise across the curriculum and in their concentrated subject area. *On a biweekly basis, teachers meet with their content area peers to collaborate and discuss best practices, data trends, and increasing the rigor through the use of Common Core Standards. *All teachers have the option to support the success of the school through leadership opportunities in the development and execution of effective committees. *Provide teachers the opportunity to participate in peer observation and in house co-teaching experiences. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> 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. 			3
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Altgeld's Instructional Leadership Team (ILT) is comprised of members that are highly qualified individuals that are endorsed and/or possess advanced degrees in the core subject area as well as certified clinical staff, equipped to address the needs of family, social and emotional concerns. The ILT team is representative of all grade cycles and content areas. The ILT team promotes research-based best practices and serves as a facilitator for the professional learning community (PLC) established at Altgeld. The ILT facilitates school-wide professional development in the areas of school-wide staff, grade level team, both horizontally and vertically, as well as individual coaching and mentoring. In efforts to promote an environment of continuous learning, the ILT team references and recommends reading of professional text as well as facilitating thought provoking discussions that are relevant to research-based best practices and the improvement of student growth. The ILT Team provides opportunities for the staff to be reflective practitioners as well as contribute suggestions, questions, and 	
	<ul style="list-style-type: none"> 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. 	<p>Based on Altgeld's Theory of Action, the following practices are implemented:</p> <ul style="list-style-type: none"> grade level teams analyze and discuss student data on a weekly basis. Teachers and administrators utilize data for the creation of weekly lesson plans. Implementation of flexible Instructional grouping to meet the requirements of the Balanced Literacy Framework and Response to Intervention (RtI) while executing Altgeld's Instructional Cycle. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Content area teams complete ten week curriculum plans that are driven by Common Core State Standards, Illinois Assessment Framework including the ISAT Item Analysis, as well as Scantron class/teacher and student reports. Teachers at a vertical level develop content specific goals, instructional approaches, and use of tier two and three words in their instruction. By the use of websites, periodicals, interactive software, Scholastic Magazines, leveled readers, students are exposed to various levels of rigor based on ability/instructional levels. Teachers implement text/curriculum that is developmentally and instructionally aligned with state standards and introducing/exposure to Common Core State Standards (CCSS). 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Based on the recommendation of the Englewood Gresham Network (ENG), we have adopted and implemented content specific curriculum in the following core instructional areas: <ul style="list-style-type: none"> *Reading - LEAD 21 (Kdg. - 5) Balanced Literacy (6 - 8) *Math - Everyday Math (K -5) MaThematics (6-8) *Science - FOSS/Delta Education, It's About Time/Carolina Biological (K-5) SALI SEPUP (6-8) School-wide analysis of the curriculum has identified deficiencies that 	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Teacher teams have immediate access to district wide data based on grade cycle. *Teachers implement a common set of formative, summative, and benchmark assessments school-wide(STEP, BAS, mClass,Scantron, Common Core Quarterly, ISAT,Expore) *Teacher student assessment conferences are held to inform them of their performance and progress as it relates to identified benchmark goals. *Assessment methods consist of: Observations, constructive response, written task requiring the use of Blooms Taxonomy, project based assignments, incorporation of technology and kinesthetics) *The assessments listed above are modified with accomodations for Students With Disabilities (SWD) as mandated by their Individualized Education Plan (IEP). 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Teachers are required to post, introduce, and review I Can statements as it relates to the grade appropriate skill. *To ensure use of common language throughout the school, teachers are required to implement all levels of questioning utilizing key terminology and prompts developed within in the grade level teams. *Based on student data,teacher observation, conferencing ,and work samples/exit slips, the teacher determines "next steps" for instructional strategies. *Teacher are required to implement small group instruction at their instructional level as well as whole group instruction at the grade level on a daily basis. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Altgeld utilizes Scantron, STEP, BAS, mClass to identify students in need of academic intervention. Altgeld provides additional support to at-risk students by implementing the following: <ul style="list-style-type: none"> Small Group/Guided instruction Reading Interventionist (push-in and pull out) Paraprofessional pull out support Interession academic enrichment After school programs (AIM High, SES After School, Altgeld After School) Cluster Planning Meetings Scheduled data analysis on all professional development days Interventions are monitored and discussed by the ILT, teacher team reflections (vertically & horizontally), and data conferences held with the teachers. 	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Altgeld develops a focused plan for whole school staff professional development based on the schools assessment data, priorities, and growth targets. In addition to scheduled professional development, Altgeld has incorporated Google Docs (as a method of ensuring continuous and ongoing cooperation) in efforts to enhance the level of collaboration among all stakeholders; clear understanding of priorities and goals. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers meet weekly in grade levels to discuss and plan instruction for the upcoming week. The teams are required to discuss and record responses to the following: <ul style="list-style-type: none"> * Analysis of Current Assessment Data *Accomplishments and Challenges *Weekly Instructional focus *Action plan for weekly instructional focus *Action plan roles *Next meeting instructional focus *Rtl (implementation,tools/resources, questions) Teachers and specialists meet to discuss concerns and develop a short action plans. Special education teachers are included in the development of short and long term action plans to ensure adequate representation of each child. Altgeld has established professional norms when participating in 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Altgeld has a reading/writing and math/science in house coach that focuses on both instruction and classroom environment. In addition to Altgeld's coach the ILT supports the teachers on an individualized and content basis. Teachers are provided professional development opportunities based on individual needs and enhancement of best practices. The ILT team has established feedback forms to support specific areas of instruction ie:mini-lessons, higher order questioning, guided instruction, conferencing Peer coaching and co-teaching opportunities are provided. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Altgeld has developed and designates a student to recite the school creed on a daily basis. The school has developed an in house college readiness program entitled What it takes to Succeed (W.I.T.T. S.). Altgeld requires teachers to develop project based activities that incorporate college and career readiness skills. Altgeld implements common traits, routines, and philosophies of the middle school structure. The counselor implements Salvaging Sisterhood on a bi-weekly basis with female sixth - eighth grade students 	
	Relationships ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers have been provided training around meeting the social emotional needs of students. Altgeld has secured partnerships with community based agencies that support and address the social needs of the families to enhance instructional success. Altgeld's counselor has inserviced the students and staff on how to appropriately resolve issues. Students with disabilities participate in all aspects of the school community(academically and socially). 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school has established non-negotiable rules that are recited daily by students. The Altgeld staff has incorporated Positive Behavior Intervention Services Altgeld has established and maintains a safe school environment Altgeld implements in school suspension by having students participate in "ALE" Alternative Learning Environment where the students receive instruction in a smaller instructional setting. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> At the beginning of each school year, Altgeld holds an open house for parents to gain knowledge regarding school performance, current goals with an action plan, and daily expectations of students. School-wide parent meeting Monthly correspondence is sent home to inform parents of scheduled assessments, programs and services available, current events, available resources and websites to stay informed on student achievement. School and community information is shared at monthly PAC meetings. High school fair facilitated by our counselor Middle school parent meeting facilitated by our counselor Counselor facilitates and supports seventh and eighth grade 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Parents are strongly encouraged to utilize Parent Portal (training is provided) Teachers are required to keep monthly parental call logs Grade level parent conferences/Round table team meetings Annual Students with Disabilities (SWD) IEP meetings 	
Bonding ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Quarterly content area family night events Teachers and administrators offer incentives and training workshops to promote parental involvement in school and at home Altgeld has established an "open door" policy and support systems for all families 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *Altgeld provides follow up home visits regarding student attendance and social issues. *Altgeld has established partnerships with the following social services agencies: <ul style="list-style-type: none"> *Hartgrove *Riveredge 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> *Teachers provide college and career exploration opportunities through project based activities and field trips. 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> *Students are introduced to college and career planning activities through our W.I.T.T.S. program. *College door decorating contest *Represent your favorite college Fridays for a month *Bulletin board displays *College/Career artifacts *Pamphlets *Various forms of propaganda 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> *Altgeld offers several ongoing student incentives that recognizes the accomplishments of students academic, attendance, enrichment, and social achievements. 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> *Altgeld's eighth grade students participate in the Explore assessment. *Altgeld's seventh grade students participate in a practice Explore assessment. *Altgeld's counselor in conjunction with administration host an 	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school counselor provides information to the students and families regarding college and career options. 	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school counselor, pre school teacher, eighth grade teacher and attendance team work to ensure a smooth transition from one benchmark grade to the next. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Teachers are encouraged to apply for outside funding grants ie; Donor Choose and Chicago Foundation of Education *The staff along with the teachers hold various fundraisers to support the after school enrichment activities. *Altgeld prioritizes its discretionary funds based on its current academic needs and goals. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Altgeld includes the ILT in the interviewing and selection process when hiring new staff members. *The ILT team has developed a standard set of interview questions that are specific to the content area vacancy. *When possible candidates are asked to teach a lesson to observe the application of the candidates content expertise and management. *Altgeld identifies content area experts to share their successes in the classroom to maximize limited resources. *Scheduled after school/vacation/weekend meetings to address student priorities. *Altgeld utilizes Educational Support Staff (ESP) to meet student needs. 	
Use of Time ----->			2	
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *Altgeld designs its schedule based on its current needs and school-wide goals. *Altgeld's schedule provides an opportunity for grade level team collaboration and student data analysis. *Altgeld provides at risk students with additional support built into their daily schedule. 	

Date Stamp November 22, 2012



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

John P. Altgeld Elementary School will provide a nurturing and safe environment that will motivate students to strive for academic excellence, college and career readiness through differentiated, technological, and inquiry based instruction. All stakeholders will be committed to developing diverse learners that possess independence through appropriate academic and social skills to become cultured and productive members of society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the grade level performance of all students across the curriculum by 7.5%, through the use of best practices: Implementation of the <u>50 Content Area Strategies for Adolescent Literacy</u> , <u>35 Strategies for Developing Content Area Vocabulary</u> , Interactive Software for Math and Science, Scholastic Math and Science Magazine , Collaboration in grade level and PLC clusters (horizontal and vertical planning)S.M.A.R.T. GOALS, 7E's of Learning, Bloom's Taxonomy, higher level vocabulary, an on-going professional development. The CPS Framework for Teaching:Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities	Based on our 2011-2012 Principal Performance Scorecard, 34.4% of our 3rd through 5th grade students are performing at grade level in reading and 30.1% are performing at grade level in math. (Scantron) 37.2% of our 6th through 8th grade students are performing at grade level in reading and math. (Scantron) 66.1% of our 4th and 7th grade students are at or above grade level in science. (ISAT)
2	Teachers are fully aligning their instruction to meet the higher expectations of the Common Core State Standards supported by intentional, challenging, and engaging instruction through the use of complex text, unit studies, and the use of global supplemental resources.	In order to reach our target goal by increasing 7.5% per year, we must effectively incorporate the Common Core State Standards on a uniform/schoolwide basis.
3	Continue to enhance the use of technology in instruction for teachers and improve technology skills of students to support learning.	To improve/increase student technology skills to assist in meeting performance goals across the curriculum with particular emphasis on closing the achievement gap between grade levels.
4	Teachers and students will meet the attendance rate of 95% on a monthly basis.	Improved attendance (both teacher and student) will ensure students the opportunity for maximum learning to decrease retention; avoidance of instructional loss.

5

Teachers will effectively implement Positive Behavior Intervention Support (PBIS) to incorporate a uniform/school-wide approach towards minimizing student misconducts.

Establishing a safe rigorous educational environment will engage a larger number of students to focus on learning oppose to innappropriate behavior.

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the grade level performance of all students across the curriculum by 7.5%, through the use of best practices: Implementation of the 50 Content Area Strategies for Adolescent Literacy, 35 Strategies for Developing Content Area Vocabulary, Interactive Software for Math and Science, Scholastic Math and Science Magazine , Collaboration in grade level and PLC clusters (horizontal and vertical planning)S.M.A.R.T. GOALS, 7E's of Learning, Bloom's Taxonomy,	Based on our 2011-2012 Principal Performance Scorecard, 34.4% of our 3rd through 5th grade students are performing at grade level in reading and 30.1% are performing at grade level in math. (Scantron) 37.2% of our 6th through 8th grade students are performing at grade level in reading and math. (Scantron)

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Proper use of the lesson plan template that will ensure all of Altgeld's non-negotiable lesson plan expectations are met.	ILT/ Teacher Teams	Not Applicable	Administration	Quarter 1		On-Track	Template was revised and introduced to the staff as of January 2012 to incorporate: Common Core Standards, Components of Balanced Literacy, and differentiated Instruction.
Rtl screeners will be monitored throughout the school year (beginning of the year, middle of the year, and end of the year).	ILT/ Teacher Teams	Not Applicable	Rtl Team	Quarter 1			
Providing higher achieving students the opportunity to engage in and showcase higher levels of critical thinking and communication through innovative activities.	Instructional Materials	Other student group	Classroom Teacher/Coaches	Summer 2012			
Schoolwide implementation of a researched based five week assessment to identify student deficiencies.	Instruction	All	Classroom Teacher/Coaches	On-going		On-Track	
Guided instruction will be scheduled a minimum of three days per week.	Instruction	All	Classroom Teacher/Coaches	Quarter 1			
Scheduled use of formal and informal observations will be utilized to ensure that all lessons/activities are specific, measurable, attainable, realistic, and timely/tangible (S.M.A.R.T.)	Instruction	All	Administration	On-going			
Scheduled use of formal and informal observations to guarantee the proper implementation of IEP goals; modifications and accommodations.	Instruction	Students With Disabilities	Administration/ Case Manager	On-going			
Develop a schedule for monitoring gradebook and lesson plan accuracy.	ILT/ Teacher Teams	All	Administration	Summer 2012			



Strategic Priority 2



Strategic Priority 3

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Strategic Priority 5
