CIWP

2012-2014 Continuous Improvement Work Plan

George Rogers Clark Elementary School

Austin-North Lawndale Elementary Network

1045 S Monitor Ave Chicago, IL 60644

ISBE ID: 150162990252700

School ID: 609795

Oracle ID: 22191

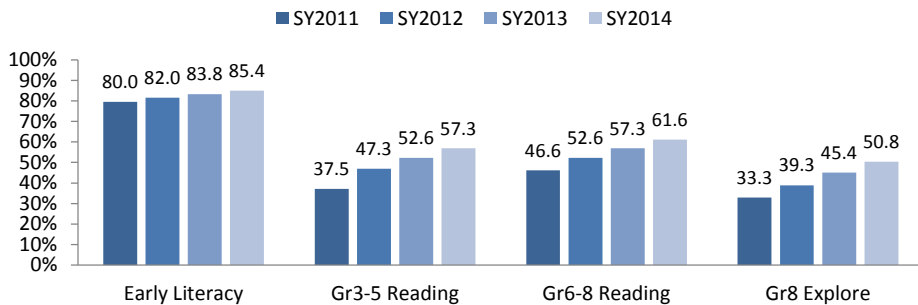CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

GR Clark's mission is to provide curricular offerings consistent with common core standards based instruction for all students, establish an environment where mutual respect and positive relationships exist between students and staff, empower students to become self advocate learners, and integrate the Arts and Technology throughout the curriculum
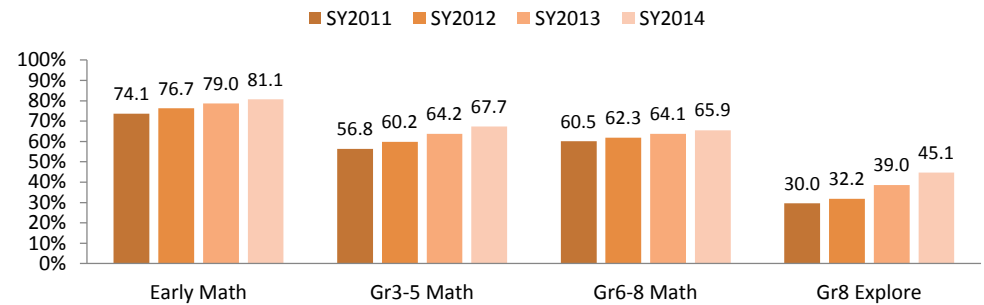
Strategic Priorities

1. Literacy instruction that engages and address student learning needs with relevant, data driven, academically rigorous, and common core based lessons and assessments. Literacy instruction will incorporate Response to Intervention, multiple learning styles, and intergrates arts and technology

2. Math instruction that engages and address student learning needs with relevant, data driven, academically rigorous, and common core based lessons and assessments. Math instruction will incorporate Response to Intervention, multiple learning styles, and integrates the arts and technology

3. A school wide attendance action plan that will target primary attendance and provide interventions for students who are chronically absent or tardy.

School Performance Goals

Literacy Performance Goals

■ SY2011　■ SY2012　■ SY2013　■ SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	80.0	37.5	46.6	33.3
SY2012	82.0	47.3	52.6	39.3
SY2013	83.8	52.6	57.3	45.4
SY2014	85.4	57.3	61.6	50.8

Math Performance Goals

■ SY2011　■ SY2012　■ SY2013　■ SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	74.1	56.8	60.5	30.0
SY2012	76.7	60.2	62.3	32.2
SY2013	79.0	64.2	64.1	39.0
SY2014	81.1	67.7	65.9	45.1

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	George Rogers Clark 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
Dr. Felicia Stewart	Principal
Ernest Williams	Assistant Principal
Monika Velez	Counselor/Case Manager
Catherine Norbut	Assessment/Data Faculty
Shemeka Elam	Classroom Teacher
Mildred Jones	Special Education Faculty
Marsha Looney	LSC Member
Zipporah White	Parent/ Guardian
Heather Van Lear	Assessment/Data Faculty
Mary Reyes	Community Member
Felise Winston	Support Staff

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	80.0	82.0	83.8	85.4	**Early Math** % of students at Benchmark on mClass	74.1	76.7	79.0	81.1

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.5	47.3	52.6	57.3	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	56.8	60.2	64.2	67.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	63.3	67.0	70.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	71.1	69.3	72.3	75.1

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.6	52.6	57.3	61.6	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	60.5	62.3	64.1	65.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.1	60.6	64.6	68.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.5	61.5	65.3	68.8

8th Grade									
Explore - Reading % of students at college readiness benchmark	33.3	39.3	45.4	50.8	**Explore - Math** % of students at college readiness benchmark	30.0	32.2	39.0	45.1

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.9	95.0	95.0	95.0		**Misconducts** Rate of Misconducts (any) per 100	14.4	14.0	13.0	12.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	76.8	85.0	89.0	93.0		**ISAT - Reading** % of students exceeding state standards	15.3	22.4	30.2	37.2
ISAT - Mathematics % of students meeting or exceeding state standards	84.7	91.0	94.0	97.0		**ISAT - Mathematics** % of students exceeding state standards	22.0	28.9	36.0	42.4
ISAT - Science % of students meeting or exceeding state standards	78.9	81.1	83.0	85.0		**ISAT - Science** % of students exceeding state standards	3.5	6.5	9.5	11.5

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**4**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• The school has established a school-wide goal for ISAT testing • Each student has completed a goal sheet that establishes a goal for SCANTRON testing • Each classroom teacher has a specific goal for core subjects • The school has a theory of action/ strategic plan that aligns with the mission and vision and it is based upon the data identified learning needs of the students	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Professional development is organized by the principal in conjunction with the Chief of Elementary Schools. The principal along with the assistant principal regularly monitors instructional practices including lesson planning and collaboration time The principal and assistant principal monitors teacher professional development, implementation of response to intervention, and teachers use of data to shape instruction The principal has set college and career readiness goals The principal meets with faculty and staff on a regular basis to receive feedback and suggestions The principal established internal and external partnerships to enhance instruction and student development The principal oversees and establishes parental and community involvement meetings, programs, and workshops The principal communicates to parents via school website, monthly newsletter, correspondence, and parent/ community meetings	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Every teacher is a memeber of one or more school of the following committees: Literacy Technology Social Arts Math/Science School Improvement Committee/ CWIP Young Author's ILT/ Dta Team Spelling Bee Foundations • Each teacher is a part of a collaborative/ department that meets weekly during a common prep. • Teachers are asked to lead/ facilitate professional development workshops	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) -->			**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	• The ILT represents teachers from all grade levels including the Special Education Department • The ILT examines school data, creates action plans to improve school's performance, and monitors and revises the plan as needed • The ILT leads the school's data/ performance management sessions • The ILT coordinates the professional development workshops of the staff • Members of the ILT are department and/or committee chairs • The ILT seeks the input/.voice of all stakeholders to implement school-wide change	
Monitoring and adjusting -->			**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The school uses performance management and data sessions to analyze student data and shape instruction. The data is also analyzed and discussed during teacher collaboration/ department meetings. Teachers analyze data and develop student identified learning needs during their weekly lesson planning	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• Majority of our text focus on fiction, but teachers utilize outside materials (i.e. Achieve 3000) to increase exposure to non-fiction • The Core Curriculum is based on student learning needs. Teachers use results from standardized and teacher generated tests to shape student learning • Teachers differentiate instruction based upon the learners needs • Common planning time exist amongst departments (primary, intermediate, and middle school) to help develop and shape core curriculum	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Current materials are aligned to the ILS not CCSS • Materials are supported of other students, but are not consistently used by all • There is a need for more materials for severe (Tier III) students	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Data is organized and accessible • Not all grade levels have a unified and comprehensive set of assessments • Assessment methods are aligned with standards based lesson plans • Teachers need to be consistently reminded to continue to give accommodations/ modifications for students on all classroom assessments • Teachers have common planning time to discuss data and collaborate on data identified learning needs	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers display daily/ weekly objectives and I can statements Teachers maintain data binders w/individual student data Lesson plans have an area for specific learning objectives and why the objective is targeted Teachers use exit slips/ class examples to check for understanding Teachers integrate Arts and Technology across curriculum Students use the school library and internet to conduct research Teachers use centers Teachers use small group learning projects Some Teachers complete Quadrant D projects (CSPAN, Science Fair etc)	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Teachers are actively reviewing data to form tiers for students. Teachers log their progress monitoring and interventions for students in Response to Intervention binders. The school has a systematic approach to identifying students with disabilities Interventions include small group work, pull out, push-in support, one on one support, and additional support from outside of the classroom The teacher, counselor/ case manager, and auxilliry support staff participate in IEP meetings Response to intervention is monitored by the ILT Clark has a systematic approach for identifying students with academic deficits through the use of a universal screener. -All students are monitored quarterly, at least evidence=Dibles, mClass, Scantron, Common Core, ISAT -All students are placed into Tiers -Tiered 3 students receive intensive instruction and monitored every 3-6 weeks -Use of universal interventions: small group instruction, individual	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	ILT establishes a plan for professional development before the start of the school year Entire staff development occurs continuously throughout the year and is aligned to ANL and the school's priorities Staff development occurs regularly outside of school environment with specific teachers attending in-services specific to their needs	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Each department (primary, intermediate, and middle school) has a common preparation and collaboration time each week The team discusses student data The team strategies and collaborates on different initiatives and instructional practices to boost student achievement and student development	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	The school does not have a formal coaching system Informally, teachers receive support from their departments/collaborative Administrators provide ongoing instructional support to teachers	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	--->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Some of the teachers (more so in middle school) reinforces the expectation for students to become college and career ready The school has an annual college day The school has an annual career day Students in grades 6-8 are able to participate with the Student Council	
	Relationships	--->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Some students form bonds with adults in the building Adults have positive interactions with students but the positive interactions are inconsistent Students with disabilities are fully engaged into the school community Students are inconsistently taught by adults in the building to be "self advocate" learners School had adopted the Foundations behavioral model	
	Behavior& Safety	--->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school has adopted Foundations to create a uniform way of handling minor student behavior violations. The Foundations team is in the process of collecting student data and creating building wide "common area" plans and policy that will further promote a warm, welcoming, and safe environment for students	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations*** --->			**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	•Families receive accurate and clear information from the school through newsletters and phone calls. They are invited and encouraged to attend monthly LSC meetings and quarterly PAC, NCLB, and BAC Meetings. At these meetings information regarding school performance is provided and explained to the parents • Teachers stay in constant contact with families and keep monthly call logs. Teachers check Student Daily Planners at the end of each school day to make sure students have recorded daily assignments due. • Our counselor and administration provide constant information regarding school choices to families of 8th grade students in transition	
	Ongoing communication --->			**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	•Student grades are accessible to families online and five week Progress Reports are sent home each quarter so families are aware of student progress before Report Cards are issued at the ten week mark •There is ongoing constant two-way communication between staff and families. Teachers are available for conferences every morning and stay in constant contact with families and keep monthly call logs.	
	Bonding --->			**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school has a non-threatening and welcoming environment. • The principal encourages families and the community to engage in student activities, • Performances, Art Partnership Share outs and student performances provide frequent opportunities for parents to engage and participate within our school community •The school offers quarterly parent workshops •The school hosts the community and CAPS meetings	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Teachers contact parents on a regular basis and document calls on logs School has partnerships with Hartgrove Hospital, 15th District Police Office, and Habilitative Services	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Information about college and career choices is inconsistently provided to middle school students	
Academic Planning	--->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Clark school promotes college and career participation in assessments. -8th graders use Choose your future site for selecting High Schools that align with their post secondary career choices -8th graders participate in Explore Assessments -Middle school department implements a college and career unit for students	
Enrichment & Extracurricular Engagement	--->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school provides extracurricular activities for students (tech-crew, boys sports, dance, girls etiquette, and student council)	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
College & Career Assessments	--->		**3**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	8th grade students participate in Explore interest inventory Middle School students participate in College and Career Readiness unit in May	
College & Career Admissions and Affordability	--->		**3**
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	College and career readiness is discussed with all our students -College /Career Day-students research a college and present to class -Junior Achievement-hands on activities on owning your own business and all that entails.	
Transitions	--->		**3**

• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.
	 • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.
		Clark diligently informs parents about transitioning criteria at each benchmark grade and from 8th grade to High School
		  -Each teacher writes a welcoming letter to future students
		  -At years ends students meet with next year's teachers
		 -Open House in August
		 -Principal assembly with benchmark parents	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources*** -->			**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School allocates discretionary spending to align with school's mission, vision, and improvement plan School applies for grants and other funding opportunities to assist with programming needs and costs	
	Building a Team -->			**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	School uses a multi-step interview approach School develops an interview team that will consist of representatives from the department of the vacancy School encourages and partners with university to host student teachers School has partnered with Teach 4 America School uses middle school model and teachers must be endorsed in the core subjects School uses discretionary funds to provide extra support (positions) for grade levels/ students in need	
	Use of Time -->			**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	School schedule is designed to meet the ISBE/ CPS Guidelines Special emphasis is placed on art and technology integration Teachers have a weekly departmental/ common planning and collaboration time Struggling students receive additional time for intervention	

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Mission & Strategic Priorities

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

Mission Statement

GR Clark's mission is to provide curricular offerings consistent with common core standards based instruction for all students, establish an environment where mutual respect and positive relationships exist between students and staff, empower students to become self advocate learners, and integrate the Arts and Technology throughout the curriculum

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy instruction that engages and address student learning needs with relevant, data driven, academically rigorous, and common core based lessons and assessments. Literacy instruction will incorporate Response to Intervention, multiple learning styles, and intergrates arts and technology	Based on last year's ISAT scores, our students are further behind in reading than math and the number of students exceeding (college and career ready) is currently 15.3% (of students in 3-8). Providing a common core based literacy instruction will ensure that clark will meet its goal
2	Math instruction that engages and address student learning needs with relevant, data driven, academically rigorous, and common core based lessons and assessments. Math instruction will incorporate Response to Intervention, multiple learning styles, and integrates the arts and technology	Based on last year's ISAT scores, only 22.5% of our 3-8 grade students are college and career ready (scoring exceeds) in math. Providing high quality math instruction will increase the percentage of students exceeding in math to 42.4% by EOY 2014
3	A school wide attendance action plan that will target primary attendance and provide interventions for students who are chronically absent or tardy.	The cumulative attendance for last year fell below 95%. The school has an on-going struggle with primary attendance. Through parent contacts; student incentives; displaying attendance data on bulletin board; and reminders in monthly newsletters, student attendance will increase to 95% or greater by EOY each year .
4	Optional	
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
Literacy instruction that engages and address student learning needs with relevant, data driven, academically rigorous, and common core based lessons and assessments. Literacy instruction will incorporate Response to Intervention, multiple learning styles, and intergrates arts and technology	Based on last year's ISAT scores, our students are further behind in reading than math and the number of students exceeding (college and career ready) is currently 15.3% (of students in 3-8). Providing a common core based literacy instruction will ensure that clark will meet its goal

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Completion of 5 Reading CCSS professional development sessions by EOY	Professional Development	All	Asst. Principal	On-going	Quarter 4		
Integrate two arts (fine arts) partnerships and programs across the curriculium (one old, one new)	Instruction	All	Asst. Principal	On-going	On-going		
Integrate two technology partnerships and programs across the curriculumn (one old, one new)	instruction	all	Asst. Principal	On-going	On-going		
Departments will present Data plans and progress toward reaching goals/ milestones to staff for the first quarter	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	Quarter 1		
Obtain Achieve 3000 usage of 90% or greater at the end of the first semester Award/ recongize students for their achievement and high usage	Instruction	All	Teachers	Quarter 1	Quarter 2		
90% of all teachers have parental communication documented by the end of the second quarter	Parental Involvement	All	Teachers	Quarter 1	Quarter 2		
Publicize students who are on the honor roll by posting their names on the honor roll bulletin board , having a special prize or incentive, and announcing their names on the intercom	Other	All	Asst. Principal	Quarter 1	Quarter 4		
Departments will present Data plans and progress toward reaching goals/ milestones to staff for the second quarter	ILT/ Teacher Teams	All	Teacher Teams	Quarter 2	Quarter 2		
Host family reading night for grades PK-5 with 50% or greater parent and student involvement	Parental Involvement	All	Literacy Committee	Quarter 2	Quarter 2		
After school/ before school program that targets students who can be moved from meets to exceeds. Students in program will have a 80% or better attendance rate	After School/ Extended Day	Other student group	Asst. Principal	Quarter 2	Quarter 3		

Strategic Priority 1

Saturday school program that targets students in Exceeds. Students in program will have a 80% or better attendance rate	After School/ Extended Day	Other student group	Asst. Principal	Quarter 2	Quarter 2		
Obtain Achieve 3000 usage of 90% or greater at the end of the second semester Award/ recongize students for their achievement and high usage	Instruction	All	Teachers	Quarter 3	Quarter 4		
90% of all teachers have parental communication documented by the end of the second quarter	Parental Involvement	All	Teachers	Quarter 3	Quarter 4		
Host a family reading night (poetry open mic) for middle school students and their familiers with 50% or greater parent and student involvement	Parental Involvement	All	Middle School Team	Quarter 3	Quarter 3		
Departments will present Data plans and progress toward reaching goals/ milestones to staff for the third quarter	ILT/ Teacher Teams	All	Teacher Teams	Quarter 3	Quarter 3		
Departments will present Data plans and progress toward reaching goals/ milestones to staff for the fourth quarter	ILT/ Teacher Teams	All	Teacher Teams	Quarter 4	Quarter 4		
Distribute supplemental teaching materials to enhance reading instruction	Instructional Materials	All	Asst. Principal	Summer 2012	Quarter 2		

2012-2014 Continuous Improvement Work Plan

George Rogers Clark Elementary School

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
Math instruction that engages and address student learning needs with relevant, data driven, academically rigorous, and common core based lessons and assessments. Math instruction will incorporate Response to Intervention, multiple learning styles, and integrates the arts and technology	Based on last year's ISAT scores, only 22.5% of our 3-8 grade students are college and career ready (scoring exceeds) in math. Providing high quality math instruction will increase the percentage of students exceeding in math to 42.4% by EOY 2014

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Completion of 5 Reading CCSS professional development activities for each math teacher completed by EOY	Professional Development	All	ILT/ Data Team	On-going	Quarter 4		
Incorporate math into physical education activities and document through quarterly projects	Instruction	All	PE Teacher	On-going	On-going		
Math classes will complete a monthly quandrant D math project. Teachers will submit project with samples to principal on a monthly basis	Instruction	All	Teachers	On-going	On-going		
90% of all teachers have parental communication documented by the end of the second quarter	Parental Involvement	All	Teachers	On-going	Quarter 2		
90% of all teachers have parental communication documented by the end of the fourth quarter	Parental Involvement	All	Teachers	On-going	Quarter 4		
Integrate two arts (fine arts) partnerships and programs across the curriculium (one new, one old)	Instruction	All	Asst. Principal	On-going	On-going		
Integrate technology partnerships and programs across the curriculumn (one new, one old)	Instruction	All	Asst. Principal	On-going	On-going		
Continue 8th grade Alegbra Program with a 50% or greater passing rate of students	Instruction	All	Alegbra Teacher	Quarter 1	Quarter 4		
After school/ before school program that targets students who can be moved from meets to exceeds. Students in program will have a 80% or better attendance rate	After School/ Extended Day	All	Asst. Principal	Quarter 2	Quarter 3		
Saturday school program that targets students in Exceeds. Students in program will have a 80% or better attendance rate	After School/ Extended Day	All	Asst. Principal	Quarter 2	Quarter 2		
Distribute supplemental math items and maninpulatives	Instructional Materials	All	Asst. Principal	Summer 2012	Quarter 1		

Strategic Priority 2

Purchase Study Island Math to provide enrichment and intervention for students	Instructional Materials	All	Asst. Principal	Summer 2012	Summer 2012		

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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
A school wide attendance action plan that will target primary attendance and provide interventions for students who are chronically absent or tardy.	The cumulative attendance for last year fell below 95%. The school has an on-going struggle with primary attendance. Through parent contacts; student incentives; displaying attendance data on bulletin board; and reminders in monthly newsletters, student attendance will increase to 95% or greater by EOY each year .

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Pep Rally at the beginning of each quarter to remind students the importance having great attendance	Other	All	Principal	Quarter 1	Quarter 4		
Quarterly "prizes/ incentives" for students with perfect attendance for the year	Other	All	Principal	Quarter 1	Quarter 4		
Distribute weekly incentives for students with perfect attendance on Fridays (i.e. pencils).	Other	All	Principal	On-going	On-going		
Parent attendance workshop before winter assembly that stresses the importance of student attendance (50% or better parent attendance)	Parental Involvement	All	Principal	Quarter 2	Quarter 2		
Parent attendance workshop before black history assembly that stresses the importance of student attendance (50% or better parent attendance)	Parental Involvement	All	Principal	Quarter 3	Quarter 3		
Parent attendance workshop before ISAT pep rally that stresses the importance of student attendance	Parental Involvement	All	Principal	Quarter 3	Quarter 3		
The ILT/ Data team will create and implement an attendance action plan	ILT/ Teacher Teams	All	Asst. Principal	On-going	On-going		
Parent attendance workshop during Open House that stresses the importance of student attendance (50% or better parent attendance)	Parental Involvement	All	Asst. Principal	Quarter 1	Quarter 1		
Post names of students with perfect attendance each quarter on the perfect attendance bulletin board	Other	All	Asst. Principal	Quarter 1	Quarter 4		
Teachers will call the homes of absent students and log those calls on the monthly parent contact logs	Other	All	Teachers	On-going	On-going		
End of the year raffle to students (and families) with perfect attendance	Parental Involvement	All	Asst. Principal	Quarter 4	Quarter 4		
Distribute monthly newsletter to parents/ families to make aware of important calendar dates and school announcements (promote attendance	Parental Involvement	All	Asst. Principal	On-going	On-going		

Strategic Priority 3

Purchase and distribute student planners. In addtion to using planners as a organization tool, the planner includes a school calendar, and serves as a two way communication tool for familes and the school	Parental Involvement	All	Asst. Principal	Summer 2012	Quarter 1		

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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

Action Plan   Monitoring

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

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