



2012-2014 Continuous Improvement Work Plan

Hiram H Belding Elementary School

O'Hare Elementary Network

4257 N Tripp Ave Chicago, IL 60641

ISBE ID: 150162990252081

School ID: 609798

Oracle ID: 22221



Mission Statement

At Belding Elementary School we celebrate our cultural diversity and unique experiences each child contributes to our learning community. We value a strong school spirit, inspired and enriched by the ideas of students, parents, teachers, and community members. We firmly believe all our students, including students with disabilities and English Language Learners, are critical thinkers and have established an inclusive and nurturing school to encourage and support their learning. High expectations and quality instruction ensure Belding students are life-long learners.

We believe that our rigorous curriculum and partnership with parents produce successful graduates from Hiram H. Belding Elementary School who are 1. responsible for their

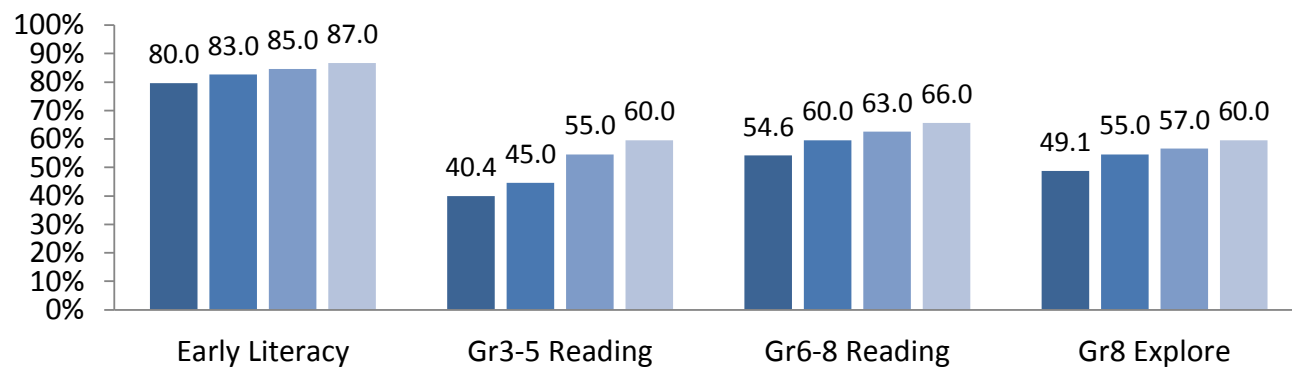
Strategic Priorities

1. Provide systematic interventions and monitor progress for students scoring below benchmark in reading and mathematics on beginning and middle of year screeners.
2. Teachers will deliver Common Core aligned instruction and a systematic program of college and career readiness.
3. Develop clear, high standards for mastery in mathematics for grades K-8 and deliver math instruction more aligned to the Common Core.

School Performance Goals

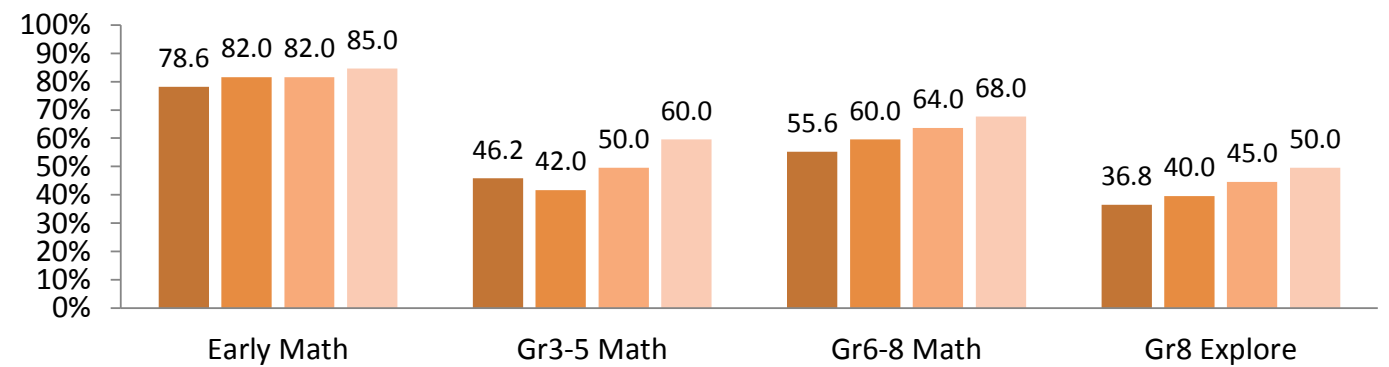
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Hiram H Belding 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
Heather Yutzy	Principal
Mariola Pik	Assistant Principal
Eavon Solis	Lead/ Resource Teacher
Leon Schrauben and Vanessa Kim	Classroom Teacher
Michael Westfall and Catherine Stillwell	Classroom Teacher
Anthony Gobetz and Jean Caldwell	Classroom Teacher
Lynn Ankney	Parent/ Guardian
Jihan Abutaleb	Community Member
Gloria Hess and Jennifer Bohrer	Parent/ Guardian
Stephanie Steinys	Classroom Teacher
David Ross	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	80.0	83.0	85.0	87.0		Early Math % of students at Benchmark on mClass	78.6	82.0	82.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.4	45.0	55.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.2	42.0	50.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.3	55.0	61.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.7	55.0	58.0	62.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.6	60.0	63.0	66.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	55.6	60.0	64.0	68.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.2	58.0	60.0	62.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.5	70.0	75.0	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	49.1	55.0	57.0	60.0		Explore - Math % of students at college readiness benchmark	36.8	40.0	45.0	50.0



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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	95.0	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	21.3	18.0	19.0	18.0

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	77.5	80.0	82.0	84.0		ISAT - Reading % of students exceeding state standards	21.4	26.0	27.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.5	85.0	86.5	88.0		ISAT - Mathematics % of students exceeding state standards	27.3	32.0	32.0	35.0
ISAT - Science % of students meeting or exceeding state standards	75.0	79.0	83.0	85.0		ISAT - Science % of students exceeding state standards	15.0	19.0	22.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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. 	<p>Clear, high, measurable goals have been set for all students grades K-8 based on benchmark assessments. Data walls are in place to track progress toward those goals. Parents and students receive timely communication about progress toward those goals. A theory of action has been developed and is adjusted regularly by the principal and ILT.</p>	
	Principal Leadership ----->			4
	<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. 	<p>Principal makes frequent visits in each classroom; is honest with praise and constructive criticism; gives support when needed; accessible outside the school, at parent meetings, and monthly "second cup of coffee", through an emailing list for any interested parents; sets high goals and expectations; parents feel she is open and frank about school's status and her desires for improvement; parents feel she makes herself accessible and is very open in communication; bilingual and attempts to speak in both English and Spanish at parent meetings; transparent in her planning; actively involves and welcomes parents into the school; strong leadership and collaboration skills</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			
<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 	<p>Almost every teacher at Belding is involved in leadership through the ILT, RTI support, after school programming leadership, grant writing, etc. The role and voice of the ILT and grade level teams have grown but still has room to grow at Belding. The ILT has developed and appoved a school-wide grading policy. Teacher leaders for after school programming and scheduling.</p>	<p>3</p>

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<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. 	<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 	<p>The ILT meets monthly and is assembled based on the combination of knowledge and expertise of the staff. The ILT includes representatives of each team of teachers at the school. The Belding Principal uses the ILT to communicate with and gain input from staff. The ILT regularly analyzes data to monitor progress of the school toward goals.</p>	
Monitoring and adjusting ----->			3
<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. 	<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>Belding staff has dedicated a great deal of time to this best practice (monitoring and adjusting) and anticipate continuing to focus on this weekly in the coming year at Grade Level meetings, RTI and ILT meetings, and in the new PD time allocated in the new school year plan.</p>	

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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. 	<p>Belding teachers are developing a curriculum plan/ scope and sequence that is fully aligned to Common Core. It's a work in progress. With limited available preparation time, we are currently at 40% toward our goal of a coherent Common Core Curriculum map. In the coming year we will use 50% or more of our PD time extended day for this work.</p>	
	Instructional materials ----->			4
	<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). 	<p>A great deal of effort and financial resources have been allocated to obtain materials, leveled libraries, computerized learning programs; a wide variety of instructional materials are available. The Reading Materials Survey has been completed by core teachers and new literacy materials to purchase have been selected.</p>	
<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 ----->			4
<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. 	<p>Different types of assessments / progress monitoring throughout year. Formal and information, formative and summative assessments are monitored throughout the year. ELL and Special Ed team are supportive in providing assessment accomodations and modifications for students needing. Grade level teams of teachers are developing common assessments for skills and strategies needed for college readiness and are developing skills for using assessment data to adjust instruction. Teachers are learning to think like assessors.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<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. 	<p>School wide professional development and focus this year on communicating clear learning objectives. Evidence of this in walk-throughs and administrator/ peer observations. Beginning stages of developing Common Core Aligned units. Formative assessments are used but not fully aligned within grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			4
	<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. 	<p>Assessment and RTI systems, procedures and routines are in place that are consistent and significant. A wide variety of RTI interventions and meetings occur each week at this point and will expand to daily in the coming year. Interventions include small group instruction, push-in support by a reading specialist, and pull-out support by reading specialist for small groups. Interventions are monitored by grade level teams and adjusted every 6-10 weeks.</p>	
Professional Learning	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. 	<p>Professional development sessions have been focused and planned. Each year and session has had a main focus. PD should be differentiated for primary vs. upper grades and expanded opportunities needed for job-embedded coaching and observations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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. 	<p>Discrepancy between primary K-4 and upper 5-8 teams. Teachers are meeting and talking about progress of students and grouping them for instruction. Not all teams meet weekly. Analyzing data is happening on monthly or quarterly basis, but not weekly. Teams are inclusive of special education teachers, but scheduling makes it difficult for ESL and bilingual teacher to participate. With new longer school day, teams will have time each week for collaboration in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</p>	
	Instructional coaching ----->			2
	<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. 	<p>With the new REACH students teacher evaluation system, each teacher will develop professional learning goals. The principal visits each classroom weekly for a "walkthrough snapshot" and gives teachers monthly informal feedback which is tailored to their needs. Teachers want time to observe each others' classrooms for ideas and inspiration. We will seeks ways to increase the amount of peer coaching and cross-classroom visitation at Belding.</p>	

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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 	Higher performing students are not always challenged. The career day was successful and would consider doing it for all grades. Hope for a college day to inspire students to begin thinking about high school and post-secondary education. Need for more systematic and structured way to set career and college culture and learning. Every staff member reinforces expectations for students to aspire to college and career-ready standards.	
	Relationships ----->			4
	<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. 	Most of the students bond with teachers. As students move on, primary teachers follow up with former students. Teachers, when they confer with parents, are knowledgeable about their students.	
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. 	The school has a common, consistent school-wide approach to student discipline (PBIS and school wide expectations). Positive behavior is recognized and talked about explicitly (monthly star students, quarterly PBIS assemblies, classroom positive reinforcement systems). Staff establishes a safe and welcoming school environment. Improvement is needed on dismissal (more orderly dismissal of upper grade students).	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	The principal provides clear reporting to families on school performance and explains these reports several times each year at monthly parent meetings. Teachers provide clear information to families on what students are expected to achieve in grade levels K-2. Need to expand "Project on Target" (report card supplement used to communicate to families). The Belding counselor is extremely proactive in communicating with families in preparation for the high school transition, including email list distributions, parent meetings, one-on-one coaching for students in the high school application process.	
	Ongoing communication ----->			4
	<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. 	Web site; emails. Interpersonal interactions are two-way communications. Teachers make time for parents. Could improve consistency of teachers responding to e-mails.	
	Bonding ----->			4
	<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. 	Belding School establishes a welcoming environment for the parents and community through monthly school tours for prospective parents, monthly family events, school tours, monthly "Second Cup of Coffee" with parents, etc. There are multiple opportunities each year for parents to participate in or take leadership in the school community. There is a monthly event for families at Belding such as "Writing Awards", Science night, Reading Rally, etc.	

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
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. 	Belding School has an extensive partnership with the Lydia Children's Home and serves as neighborhood School for 20-30 residents each year. This involves collaboration with social service agencies. Due to the extensive childhood trauma Lydia Home Children have received prior to being placed in our neighborhood, Belding's specialized staff feel that they are unable to deliver as	
	College & Career Exploration and election ----->			3
	<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. 	Belding will be building on our previous efforts to provide upper grade students with college and career readiness information. We will expand this to include K-8 opportunities and exposure (see priority goal).	
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. 	Developing and communicating college-ready targets. Developing grades 3-8 "On target goals." need to develop a way to communicate to parents.	
Enrichment & Extracurricular Engagement ----->			4	
	<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. 	Extensive after school programming. PTA and LSC funding have made choices to support arts and enrichment.	

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	College & Career Assessments ----->			2
	<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. 	Belding School promotes career exploration through the Explore career assessment. Great room for improvement especially in special education transition services. See priority goal for college career readiness.	
	College & Career Admissions and Affordability ----->			
	<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. 	Not applicable	
	Transitions ----->			3
	<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. 	Our 7th and 8th grade students are trained in cornell notes in preparation for high school; We still need additional work to prepare them in organizational skills; we are increasing the amount of informational text students read and the complexity of text we request of them per Common Core State Standard guidelines	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<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. 	Resources and discretionary funds are aligned to priorities. The vast majority of our discretionary funds are allocated for additional staff to provide instruction and support to students.	
	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. 	Hiring is conducted after an assessment of student needs and scheduling priorities. Interviews include individual interviews with an administrator, group interviews with prospective colleagues, and often requires demonstration lessons. Prospective teachers are "scouted and recruited" through student teaching internships.	
Use of Time ----->			4	
	<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. 	This year we have a schedule with regular blocks for RTI/ differentiation. We have experimented with flexible groupings and staffing to ensure that struggling students receive structured interventions in dedicated blocks. We are expanding on this in the 2012-2014 years schedules.	

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

At Belding Elementary School we celebrate our cultural diversity and unique experiences each child contributes to our learning community. We value a strong school spirit, inspired and enriched by the ideas of students, parents, teachers, and community members. We firmly believe all our students, including students with disabilities and English Language Learners, are critical thinkers and have established an inclusive and nurturing school to encourage and support their learning. High expectations and quality instruction ensure Belding students are life-long learners.

We believe that our rigorous curriculum and partnership with parents produce successful graduates from Hiram H. Belding Elementary School who are 1. responsible for their learning; 2. critical thinkers;

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide systematic interventions and monitor progress for students scoring below benchmark in reading and mathematics on beginning and middle of year screeners.	A large percentage of students at our school score below the national mean in reading and math on DIBELS and NWEA assessments. By improving our intervention methods for K-8, we will ensure that all students are able to grow in math and reading proficiency and that a greater percentage of students each year will meet or exceed the benchmark goals.
2	Teachers will deliver Common Core aligned instruction and a systematic program of college and career readiness.	We need to implement a rigorous curriculum in all subject areas so that an increasing percentage of students leave Belding "on track" for college readiness.
3	Develop clear, high standards for mastery in mathematics for grades K-8 and deliver math instruction more aligned to the Common Core.	There is a discrepancy in the percentage of students meeting grade level benchmarks in math at Belding. 10%-20% fewer students are meeting national mean and college readiness in math in grades 3-5. Targeted attention to our curriculum, instruction and interventions in math will enable us to prepare a greater percentage of students for success in high school and college.
4		
5		



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
Provide systematic interventions and monitor progress for students scoring below benchmark in reading and mathematics on beginning and middle of year screeners.	A large percentage of students at our school score below the national mean in reading and math on DIBELS and NWEA assessments. By improving our intervention methods for K-8, we will ensure that all students are able to grow in math and reading proficiency and that a greater percentage of students each year will meet or exceed the benchmark goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop school wide schedule to provide daily intervention time for all students (differentiation for all levels) delivered by teams of teachers to all grade levels.	Instruction	All	Principal	Summer 2012	Quarter 1		
Tier 2 and 3 interventions delivered in groups of fewer than 10 students.	Instruction	Other student group	Principal and ILT	Quarter 1	Quarter 1		
Principal and ILT will work to systemetize Belding RTI procedures with clear guidelines for decision making and clearly communicated steps for interventions	ILT/ Teacher Teams	All	Principal and ILT	Quarter 1	Quarter 1		
Identify and if needed purchase universal progress monitoring tools for use K-8.	Instructional Materials	All	ILT	Quarter 2	Quarter 2		
Space: Identify and purchase materials to develop quiet spaces for small group interventions (repurposing existing spaces, purchasing dividers, etc)	Other	Other student group	ILT	Quarter 3	Year 2		Currently most interventions are delivered in hallways and crowded classrooms -not ideal locations for targeting support to struggling students.
Technology: Purchase 8 or more iPads for use in each K-2 classroom (already have available a variety of apps to differentiate instruction).	Instructional Materials	All	Principal	Summer 2012	Summer 2013		
Equalizing access for students who lack internet access at home by providing before and after school and weekend technology time for computerized learning AND after school homework support for students who need access, a safe place and support.	Parental Involvement	Other student group	LSC	Year 2	Year 2		
Instructional materials developed, purchased and made readily available for daily differentiation time including texts, instructional materials, technology including RAZ kids and Achieve 3000.	Instructional Materials	All	ILT	Summer 2012	Year 2		

Strategic Priority 1

Weekly professional development time will include at least 50% of time for development of interventions targeting all levels of students at Belding: above level, at level, and below level.	Professional Development	All	Principal	Summer 2012	Year 2		
Implement after school programming for students in K-8 which includes enrichment, remediation, arts, athletics, college and career preparation.	After School/ Extended Day	All	Principal/ AP/ PTA	Quarter 1	Year 2		
Fund bucket positions to pay teachers for late August assessments of mClass reading and math to allow for earlier differentiation in grades K-2.	Instruction	All	Principal/LSC	Summer 2012	Quarter 1		
Hire a reading specialist(s) and develop a schedule to deliver targeted reading instruction daily to grades K-8	Staffing	Other student group	Principal	Summer 2012	Year 2		
Hire a kindergarten teaching assistant to assist with student transitions and to enable Kg teachers to deliver small group differentiated instruction in reading and math daily.	Staffing	Other student group	Principal	Summer 2012	Year 2		



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
Teachers will deliver Common Core aligned instruction and a systematic program of college and career readiness.	We need to implement a rigorous curriculum in all subject areas so that an increasing percentage of students leave Belding "on track" for college readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Belding teachers will collaborate to design year-long curriculum maps and pacing guides based on CPS Frameworks.	Instruction	All	Principal	Summer 2012	Year 2		
Every classroom will have available informational text at the recommended percentages (45-55%) aligned to Common Core State Standards.	Instructional Materials	All	Principal and ILT	Summer 2012	Summer 2013		
Clear academic targets for benchmark and college readiness will be communicated to all parents and students K-8 (Expand Project On Target for grades 3-8).	Instruction	All	Principal	Summer 2012	Summer 2013		
Weekly professional development time will include at least 50% of time for collaborative lesson and unit planning aligning curriculum to Common Core State Standards.	Professional Development	All	Principal	Summer 2012	Year 2		
Develop a K-8 program for college and career awareness. Including presentations, assessments, after school programming, field trips, speakers.	Instruction	All	Counselor and LSC	Summer 2012	Year 2		
Systematic program for teaching skills for high school and college readiness (example AVID).	Instruction	All	ILT	Quarter 3	Year 2		
Teachers will have two or more opportunities each year to conduct peer observations within the school and at other schools to further develop their skills at delivering rigorous instruction.	Professional Development	All	Principal	Quarter 2	Quarter 4		
Increase percentage of parent involvement through training and coaching: online parent portal, clearly communicating student goals (sight words, lexiles, F&P), training in how to use computerized learning programs for your children.	Parental Involvement	All	PTA, Friends of Belding, NCLB PAC Parents, and ILT	Summer 2012	Year 2		



Strategic Priority 2

By Quarter Three of 2012-2013 deliver a systematic and comprehensive program for character education and building citizenship, community service, and social skills.	Instruction	All	Counselor and ILT	Quarter 2	Year 2		
Computerized programs for reading and math will be purchased and made available K-8 for students and families who want to work on individualized learning at home and during the summer.	After School/ Extended Day	All	Principal and ILT	Quarter 3	Year 2		
Implement after school programming for students in K-8 which includes enrichment, remediation, arts, athletics, college and career preparation.	After School/ Extended Day	All	Principal/ AP/ PTA	Quarter 1	Year 2		
Purchases of Instructional Materials and technology tools which align to the Common Core.	Instructional Materials	All	Principal and ILT	Summer 2012	Year 2		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop clear, high standards for mastery in mathematics for grades K-8 and deliver math instruction more aligned to the Common Core.	There is a discrepancy in the percentage of students meeting grade level benchmarks in math at Belding. 10%-20% fewer students are meeting national mean and college readiness in math in grades 3-5. Targeted attention to our curriculum, instruction and interventions in math will enable us to prepare a greater percentage of students for success in high school and college.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish and assess at each grade level math facts which much be mastered by 90% or more of students. Develop assessments for each of these skills.	Instruction	All	Teachers and ILT	Quarter 1	Quarter 4		
Communicate to parents the mastery milestones for each level and supports they can offer at home to help their children improve at math. This communication will happen at the Back to Belding Open House and with each quarterly report card.	Parental Involvement	All	Teachers and ILT	Summer 2012	Year 2		
Teams of teachers at Belding will develop specific classroom web pages (attached to the Belding web site) which will offer to parents and students links to extra practice, copies of assessments, Khan Academy, and other math resources.	Parental Involvement	All	Teachers and ILT	Summer 2012	Summer 2013		
Expand the use of Accelerated Math for grades 4-8 as a differentiation tool for all students.	Instructional Materials	All	Teachers and ILT	Quarter 1	Quarter 4		
Purchase for each K-2 classroom eight iPads and install apps which are for development of math skill mastery. Every K-2 student will use the iPad math apps for 20 minutes each week.	Instructional Materials	All	Principal	Summer 2012	Quarter 4		
Professional development for teachers of grades K-3 to learn Xtramath.org and set up the program to target math support for struggling students.	Professional Development	Other student group	Teachers	Summer 2012	Year 2		
Increase the number minutes per day which math is taught in grades K-8 to align with CPS requirements.	Other	All	Principal and ILT	Quarter 1	Year 2		



Strategic Priority 3

Implement a school schedule with a daily RTI block K-8 of which 50% of intervention time will be targeted for math. Intervention groups will be developed based on NWEA and mClass data and will target students below benchmark, at grade level, and above level.	Instruction	All	Principal and ILT	Quarter 1	Quarter 4		
Professional Development time: cross-grade articulation of math curriculum to give teachers a better understanding of scope and sequence of math curriculum. Development of math curriculum connections to science and social studies.	Professional Development	All	Principal and AP	Year 2	Year 2		
Every teacher of Everyday Math at Belding will use the Mental Math component of the curriculum on a daily basis to reinforce basic math skills.	Instruction	All	Teachers	Quarter 1	Year 2		
The ILT will evaluate other math curricula and PARCC assessments to select instructional materials for future purchases which are better aligned to Common Core.	Instructional Materials	All	ILT	Quarter 4	Year 2		
Triennially grade level teams of teachers will do deep dives into the data resulting from mClass reading and math and NWEA MAP reading and math assessments. Data will be evaluated to determine instructional groupings, intervention groupings and instructional goals and materials.	Professional Development	All	Grade Level Teams of Teachers	Quarter 1	Year 2		
Purchase additional laptops to decrease the ratio of student to computer at Belding and to increase student access to differentiated instructional software.	Instructional Materials	All	Principal	Summer 2013	Year 2		



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