CIWP

2012-2014 Continuous Improvement Work Plan

James G Blaine Elementary School

Ravenswood-Ridge Elementary Network

1420 W Grace St Chicago, IL 60613

ISBE ID: 150162990252087

School ID: 609803

Oracle ID: 22261

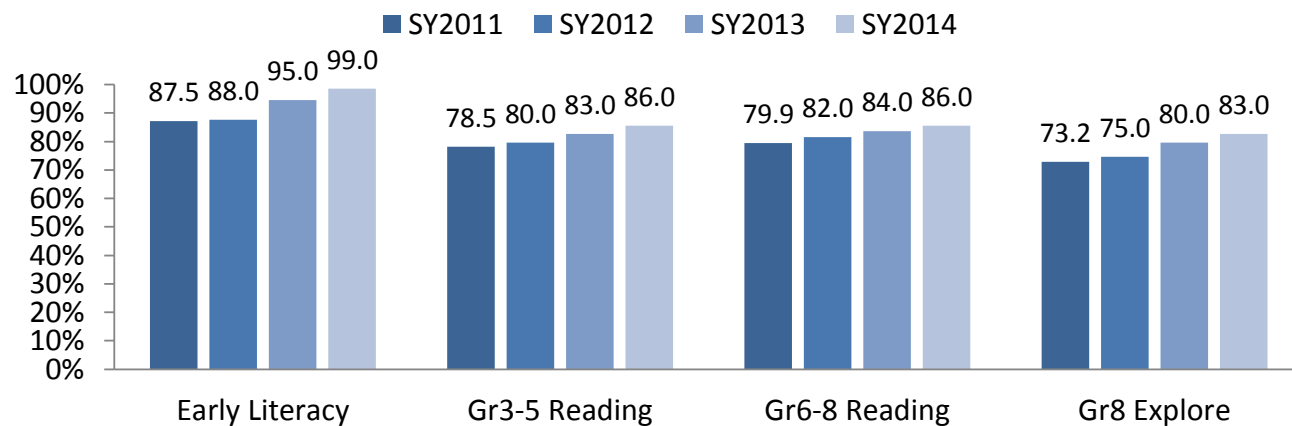CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to build a safe and supportive community whose members work together each day to develop and advance our knowledge of our world, our knowledge of each other, and our ability to operate with skill and proficiency in our academic, professional, social and civic lives.
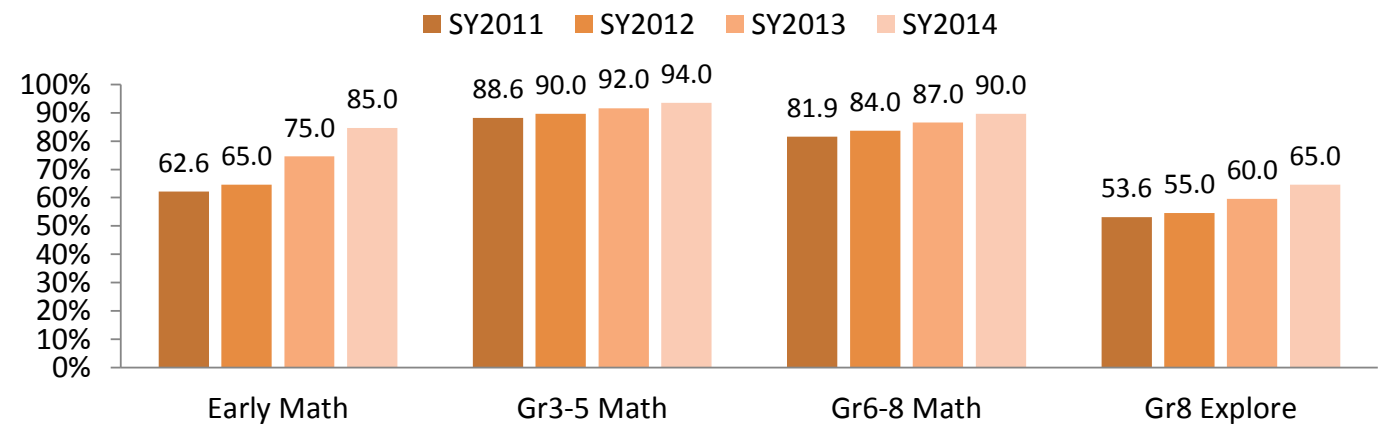
Strategic Priorities

1. Build and maintain collaborative teams focused on building professional capacity for more effective instruction.

2. Increase teacher use of high-leverage core instructional practices through workshops, observation, feedback and real-time modeling & coaching.

3. Increase student use of comprehension strategies for traditional academic literature as well as informational texts in science, math, social studies, health and fine arts.

4. Expand the use of data to inform instructional decision making.

5. Develop currculum maps and a full compliment of unit plans.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	87.5	88.0	95.0	99.0
Gr3-5 Reading	78.5	80.0	83.0	86.0
Gr6-8 Reading	79.9	82.0	84.0	86.0
Gr8 Explore	73.2	75.0	80.0	83.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	62.6	65.0	75.0	85.0
Gr3-5 Math	88.6	90.0	92.0	94.0
Gr6-8 Math	81.9	84.0	87.0	90.0
Gr8 Explore	53.6	55.0	60.0	65.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	James G Blaine 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
Troy LaRaviere (Chairperson)	Principal
Julie Swift	LSC Member
Chad Weiden	Assistant Principal
Nubia Pumarejo	Lead/ Resource Teacher
Kristin Porter	Classroom Teacher
Anthony Porfirio	LSC Member
Jonathan Sikes	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	87.5	88.0	95.0	99.0	**Early Math** % of students at Benchmark on mClass	62.6	65.0	75.0	85.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	78.5	80.0	83.0	86.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	88.6	90.0	92.0	94.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.7	65.0	70.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.8	65.0	70.0	70.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	79.9	82.0	84.0	86.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	81.9	84.0	87.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.6	65.0	70.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.3	60.0	63.0	66.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	73.2	75.0	80.0	83.0	**Explore - Math** % of students at college readiness benchmark	53.6	55.0	60.0	65.0

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	96.4	95.0	95.0	95.0		**Misconducts** Rate of Misconducts (any) per 100	2.1	2.0	2.0	2.0

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	93.9	94.0	96.0	98.0		**ISAT - Reading** % of students exceeding state standards	50.1	55.0	60.0	65.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.3	98.0	98.0	99.0		**ISAT - Mathematics** % of students exceeding state standards	61.3	64.0	67.0	70.0
ISAT - Science % of students meeting or exceeding state standards	91.5	92.0	94.0	96.0		**ISAT - Science** % of students exceeding state standards	44.6	47.0	55.0	58.0

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	--->		**3**
• 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.	We have established clear goals for increasing student achievement and plans for identifying groups and individual students whose skills are not at grade level or above. We have already begun developing a system in the primary grades in which we use Dibels and mClassMath data to identify students who are not at grade level. We train an instructional aide to provide targeted skills instruction to these students. We expanded these interventions and develop protocols that ensure teachers are using this data to deliver targeted instruction to specific groups of students in their classrooms.	
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.	Principal has involved teachers in the development of the criteria by which they would be evaluated and around which professional development will be organized. As a result, there is a clear vision for instructional best practice. Teachers have had pre-conferences, observations and post-conferences. Teachers have opportunities to exercise leadership with grade band initiatives and work and, to a lesser extent, through the work that is done in grade level teams. Staff participated in the development of the school's mission, vision and core values. The core values in particular have been communicated and promoted throughout the school. The new mission and vision will be promoted and reinforced once they are approved by the LSC within the overall Continuous Improvement Work Plan approval process. There is a high level of parent involvement and the principal has regularly communicated to families through regular messages on the website, LSC meetings and special meetings and presentations.	

DIMENSION 1:Leadership

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	Teachers have demonstrated their investment in the school through their leadership on the ILT, their participation in Grade Level Team projects, PBIS Team initiatives (i.e., Blaine Bright Stars!), union representation, and grant writing. Our ILT is in the initial phases of development. We are just beginning a mentor teacher program that is limited to one teacher, but there are several teachers who have formed their own reciprocal relationships with one another in which one provides instructional guidance to the other. We do not yet have staff who regularly present elements of effective practice at school PD sessions, but have included plans to do so in within our five priority areas.	

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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	Our ILT is in the initial stages of development, establishing protocols and priorities for its initial work. It is focused on instruction and does not spend any time on day-to-day operational concerns. The ILT does not lead the school's approach to professional development but their concerns are given weight by the administration when determining how to proceed with school-wide PD. ILT members do engage in two-way communication and have led a number of professional development sessions with their respective grade band teams. The ILT has not analyzed data this year but there are plans to do so within our Continuous Improvement Work Plan.	
Monitoring and adjusting	-->		**1**
• 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.	With the exception of analyzing Dibels and mClassMath data and making instructional adjustments in the primary grades, data analysis has not been a significant part of this year's intructional planning. The proposed CIWP includes plans to dramatically increase the use of data to inform instructional decision making.	

Date Stamp November 22, 2012

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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.	Several grade levels plan together and develop common units of instruction. Students are exposed to informational texts to a lesser extent than recommended by the CCSS. Planning with student ELL and IEP supports differs from teacher to teacher.	
	Instructional materials	--->		**2**
	• 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).	Grade level courses have a set of core instructional materials but there are not always enough materials for each student to have his or her own copy. Most materials are supportive of students with IEPs. Materials with ELL supports are less common.	

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	-->		**2**
• 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.	Each grade level administered the Scantron assessment but the data was not organized and made available to teachers and teacher teams. The proposed CIWP includes steps we will take to make interim assessment data available to teachers in the future.	

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Based on classroom observations conducted by administration, the communication of learning objectives, use of low and high level questioning, sequencing to foster mastery, and the use of formative assessment to monitor process and check for understanding are-- for the most part--used inconsistently or ineffectively in a majority of our classrooms.	

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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.	Accept for limited use of Dibels and mClassMath data in the primary grades, and use of Scantron Data to identify students to recommend for after school tutoring, Blaine does not have a systematic approach to using assessment to identify students in need of academic interventions and responding to those needs with targeted small group instruction or individualized support.	
Whole staff professional development	-->		**4**
• 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.	Blaine has had a year-long focused whole staff professional develop on unit planning. We have done this through the weekly use of the grade level team structure. This focus will extend into one of next year's foci which will be curriculum mapping. In addition, next year's PD will include a focus on the use of high-leverage core instructional practices.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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	Typical School	**Effective School**	**Evidence**	**Evaluation**
DIMENSION 3: I	*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.	Grade level teams meet regularly with a specific professional development focus. Long term unit planning occurs informally and inconsistently across grade levels. Grade level teams have not met regularly to examine progress monitoring data.	
	Instructional coaching	-->		**3**
	• 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.	New teacher support happens informally with grade level partners. Formal coaching of new teachers happens within the context of the same observation and professional development process in place for all faculty members. Classroom observations and feedback conferences are used to craft individual professional development goals for teachers.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	--->		**1**
	• 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	There is a "gifted" and non-gifted language and culture present in the building that does not support a culture of high-expectations and college readiness for *all* students. However, we are re-organizing our students and developing a corresponding system of language and practices aimed at transforming our culture and climate into one of high expectations for all students.	
	Relationships	--->		**3**
	• 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.	Teachers reach out to their students to form bonds and advocate for them. The adults work together to develop consistent and fair consequences for inappropriate student behavior. Students with disabilities participate in the general education classroom to the greatest extent possible.	
	Behavior& Safety	--->		**4**
	• 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.	Teachers and administration have worked together in grade level and school-wide teams to develop a common consistent approach to student discipline. They have developed five to six common steps to be task when students exhibit off-task or inappropriate behaviors. In addition, our school's core values have been taught and are consistently promoted and reinforced throughout the school and in each classroom.	

School Effectiveness Framework

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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.	The principal has communicated regularly with families through messages on the website, LSC meetings and special meetings and presentations. Most teachers have established websites and communicate regularly with their child's parents regarding their expectations for student learning.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	The principal has communicated to families through regular messages on the website, LSC meetings and special meetings and presentations. The assistant principal works with parents to keep the information on the school's website up to date and send regular updates through the "room parent" network.	
	Bonding	-->		**4**
	• 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 welcoming environment and offers a wide range of opportunities for parents, families and community members to participate in school activities. Among these are sporting events, garden initiatives, grant writing team, several major student performing arts events, the Blaine Film Festival, classroom volunteers, school tour guides, etc.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Our staff work to provide support to a wide range of students in various circumstances (homelessness, poverty, medical issues, social-emotional issues, specialized services needs, etc.)	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Careers are explored at all grade levels. Information about high school and college options is provided to both students and parents.	
Academic Planning	-->		**4**
• 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.	Our counselor works with students and their families to support them in the high school application process. She has facilitated information sessions for large groups of families as well as worked with individual families to prepare applications and supporting materials.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Students have access to a wide range of enrichment and extracurricular programming including numerous sports, clubs, student council, fine arts programs, etc.). Some parents have expressed a need for more middle school programs.	

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
D I M E N S I O N	*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.	Our eighth grade students take the EXPLORE exam and we take steps	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable	
	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.	Students will be given baseline assessments at the beginning of each school year. In addition, each classroom teacher will review classroom expectations, rituals and routines in relation to Blaine's core values.	

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
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	This year we used discretionary funds to provide science instruction, reduced class size, and full-day kindergarten. During the upcoming school year, these funds will continue to be used for reduced class size and, in addition, to support professional development in literacy and to provide targeted group and individualized instruction.	
	Building a Team	-->		**4**
	• 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.	We have actively sought to fill instructional aide positions with applicants who possess teacher certification in order to build a pool of potential faculty members. Our interview process included phone interviews, in-person interviews, reference checks, a demonstration lesson to assess instructional skill, and a post-lesson conference to assess the candidate's ability to self-reflect and process critical feedback.	
	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.	This year's schedule allowed for regular grade level collaboration. Schedules were not based on student needs and school-wide growth goals, or the desire to provide structured interventions to struggling students. Next year's schedule is being designed with student skill level and need for academic interventions in mind.	

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

Our mission is to build a safe and supportive community whose members work together each day to develop and advance our knowledge of our world, our knowledge of each other, and our ability to operate with skill and proficiency in our academic, professional, social and civic lives.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Build and maintain collaborative teams focused on building professional capacity for more effective instruction.	Centering adult learning within internal school teams will increase accountability for making instructional changes and encourage classroom application, reflection and follow-up.
2	Increase teacher use of high-leverage core instructional practices through workshops, observation, feedback and real-time modeling & coaching.	This year's classrooms observations revealed a consistant absence of high-leverage core instructional practices (e.g, clear organized explanations, clear illustrations and models, checking for understanding, and LRE strategies and accomodations). These strategies will improve student comprehension and increase retention of skills and information.
3	Increase student use of comprehension strategies for traditional academic literature as well as informational texts in science, math, social studies, health and fine arts.	Research indicates that the use of strategies designed to foster student thinking before, during, and after reading increases their comprehesion. These strategies differ depending on the type of text being read (e.g., novel vs. informational text) and are critical to a student's ability to gain a deep understanding of the core conceptual ideas in all academic subject areas.
4	Expand the use of data to inform instructional decision making.	There are no schoolwide systems or procedures in place at Blaine to facilitate teacher analysis of interim assessment data and use that analysis to design more responsive instruction. Using data in inform instructional decision making will give students access to instruction that is focused on their own individual areas for growth.
5	Develop currculum maps and a full compliment of unit plans.	The curriculum map is needed to align our instruction to the Commom Core State Standards, the Illinois Learning Standards and various subject-specific national learning standards. The unit plans will provide detailed explanations of how the knowledge, skills, and enduring understandings inherent in these standards will be developed within students.

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
Build and maintain collaborative teams focused on building professional capacity for more effective instruction.	Centering adult learning within internal school teams will increase accountability for making instructional changes and encourage classroom application, reflection and follow-up.

Action Plan · Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The ILT and Teacher Teams will establish roles, responsibilities protocols and norms that ensure that the improvement of core instructional practices remain at the center of their work.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
The ILT will set goals and create a calendar for meetings, data analysis, and professional development.	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
ILT members and Teacher Teams will regularly analyze data on student achievement, ask questions, conduct research, set goals and make recommendations for actions to improve core instructional practices and, by extension, student achievement.	ILT/ Teacher Teams	All	ILT and Teacher Teams	Summer 2012	On-going		
ILT members will continue to attend network ILT training.	ILT/ Teacher Teams	All	ILT	On-going	On-going		
ILT members and Teacher Teams will receive ongoing school-based training in identified need areas (e.g., curriculum mapping).	ILT/ Teacher Teams	All	ILT and Teacher Teams	On-going	On-going		
ILT members and Teacher Teams will visit exemplar schools and engage in an ongoing professional dialogue with staff at these schools.	ILT/ Teacher Teams	All	ILT and Teacher Teams	Quarter 1	On-going		
ILT members and Teacher Teams will collaborate to identify opportunities that may enhance instruction in an identified instructional need area and form ILT subcommittees to address emerging instructional concerns.	ILT/ Teacher Teams	All	ILT and Teacher Teams	Quarter 1	On-going		

CIWP

2012-2014 Continuous Improvement Work Plan

James G Blaine Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

Administration will continue to hold weekly or bi-weekly professional development sessions with each grade level team in areas of identified instructional need.	ILT/ Teacher Teams	All	Blaine Administration	On-going	On-going		
In order to build Blaine's internal instructional capacity, ILT members and Teacher Teams will hold school based workshops on what they've learned through network ILT trainings, internal ILT training, grade level professional development sessions, external professional development, school based coaching and real-time modeling, peer observations, and their own areas of professional expertise.	ILT/ Teacher Teams	All	ILT and Teacher Teams	Quarter 2	On-going		

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
Increase teacher use of high-leverage core instructional practices through workshops, observation, feedback and real-time modeling & coaching.	This year's classrooms observations revealed a consistant absence of high-leverage core instructional practices (e.g, clear organized explanations, clear illustrations and models, checking for understanding, and LRE strategies and accomodations). These strategies will improve student comprehension and increase retention of skills and information.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop an observation schedule for 2012-2013.	Instruction	Not Applicable	Administration	Quarter 1	Quarter 1		
Review observation notes and continue to analyze instruction in order to develop a list of core instructional strategies that are not being used effectively in our classrooms.	Instruction	All	Administration	On-going	Summer 2012		
Identify priority core instructional strategies for 2012-2013.	Instruction	All	Administration	On-going	Summer 2012		
Identify teachers who exhibit proficient or exemplary performance of each priority core instructional strategy.	Instruction	All	Administration	On-going	On-going		
Analyze student work and assessments in order to determine problems of practrice, how they relate to student conceptions and misconceptions, and what core instructional practices might impact student learning challenges.	Instruction	All	Teacher Teams	On-going	On-going		
Conduct regular observations and provide real-time classroom coaching on core instructional strategies. Conduct post observation feedback conferences, share observations and feedback, and develop follow-up action plans	Instruction	All	Administration	On-going	On-going		
Teams of teachers will observe peer exemplars with administration and debrief around their observations.	Instruction	All	Teacher Teams	Quarter 1	On-going		
Provide professional development on core instructional strategies that will enable teachers to exploit technologies that enhance the effect, and facilitate that the use, of core instructional strategies	Professional Development	All	Administration	Year 2	On-going		

Strategic Priority 2

Establish a school-based professional library	Professional Development	Not Applicable	Administration and Staff	On-going	On-going		
Develop a professional development schedule and organize PD sessions on the priority strategies. These will include sessions led by admin as well as session led by exemplar teachers.	Professional Development	All	Administration	Summer 2012	On-going		
Provide staff with co-teaching and LRE training and professional development and provide increased (or more structured) opportunities for teachers to collaborate with resource teachers who provide service to students with special needs.	Professional Development	Students With Disabilities	Administration, Counselor and Special Education Teachers	Quarter 1	On-going		
Include the core instructional practices as criteria for evaluating candidates for teaching positions at Blaine.	Staffing	Not Applicable	Administration	Summer 2012	On-going		

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
Increase student use of comprehension strategies for traditional academic literature as well as informational texts in science, math, social studies, health and fine arts.	Research indicates that the use of strategies designed to foster student thinking before, during, and after reading increases their comprehesion. These strategies differ depending on the type of text being read (e.g., novel vs. informational text) and are critical to a student's ability to gain a deep understanding of the core conceptual ideas in all academic subject areas.

Action Plan Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify Lead Reading Teachers (LRTs) from amongst staff who are skilled in teaching reading strategies within various instructional programs and frameworks (e.g., Readers Workshop, basal instruction, novel studies, math and other content areas, etc.) and form a school literacy team.	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going		
Assess and survey teachers about their familiarity and comfort level with facilitating various reading instruction frameworks as well as with teaching reading strategies with various types of text. Develop an inventory of the instructional programs and models being used throughout Blaine.	Instruction	All	School Literacy Team	Quarter 1	Quarter 1		
Assess the need for various types of texts and texts from a broad range of complexity levels in each classroom and take steps to acquire them.	Instructional Materials	All	School Literacy Team	Summer 2012	Quarter 1		
Develop and implement a plan of action for teaching reading in the content areas	Instruction	All	School Literacy Team	Summer 2012	Quarter 1		
Create differentiated teacher literacy groups for content area teachers, teachers who use a basal series, and teachers who use—or seek to use, the readers workshop model.	ILT/ Teacher Teams	All	School Literacy Team	Quarter 1	Quarter 1		
Identify instructional resources to be used in whole group, small group and individually target reading strategies instruction.	Instructional Materials	All	School Literacy Team	Summer 2012	On-going		
Conduct regular observations and provide real-time classroom coaching and modeling of comprehension strategies with a variety of text types.	Instruction	All	Administration and School Literacy Team	Quarter 1	On-going		

Strategic Priority 3

Develop and implement school-wide professional development in reading for both language arts and content area teachers and develop a corresponding PD Calendar.	Instruction	All	School Literacy Team	Quarter 1	On-going		
Teachers will conduct peer observations in classrooms where exemplary reading instruction is taking place. Teachers will debrief with Lead Reading Teachers and administration.	Instruction	All	Staff	Quarter 2	On-going		
Providing more in-school and out-of-school opportunities for students to engage with challenging literary texts at complexity levels that correspond with their reading ability.	Instruction	All	School Literacy Team and Classroom Teachers	Quarter 1	On-going		
Use interim assessments and other reliable data to identify individual student areas for growth and engage each student in a regular program of learning and using reading strategies that address his or her growth area.	Instruction	Students With Disabilities	Administration, School Literacy Team and classroom teachers	Summer 2012	On-going		
Include the teaching of reading strategies and familiarity with reading instruction frameworks as criteria for evaluating candidates for teaching positions at Blaine.	Other	All	Administration	Summer 2012	On-going		
Build parent knowledge of effective reading strategies that may be implemented at home.	Parental Involvement	All	School Literacy Team and Classroom Teachers	Quarter 1	On-going		

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
Expand the use of data to inform instructional decision making.	There are no schoolwide systems or procedures in place at Blaine to facilitate teacher analysis of interim assessment data and use that analysis to design more responsive instruction. Using data in inform instructional decision making will give students access to instruction that is focused on their own individual areas for growth.

Action Plan · Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a data team that is responsible for collecting, organizing and preparing data for use by instructional staff, and for teaching faculty members how to organize and collect their own data.	ILT/ Teacher Teams	All	Administration	Summer 2012	Quarter 1		
Perform an inventory of student achievement data sources.	Instructional Materials	All	Data Team	Quarter 1	Quarter 1		
Determine state, district, network, and school data to collect and how to organize and present it in a manner that will allow us to see patterns, strengths and areas for growth. Develop a plan for how the data will be distributed and stored.	Instruction	All	Data Team	Quarter 1	Quarter 1		
Determine what student work will be collected and develop a process for analyzing the work in a way that allows teachers to identify student learning problems or misconceptions and, by extension, teacher pedagogical growth areas.	Instruction	All	Data Team	Quarter 1	Quarter 1		
Develop a list of instructional initiatives that are relevant to the student achievement goals we intend to track with data analysis.	Instruction	All	Staff	Quarter 1	Quarter 1		
Develop a data analysis calendar.	Instruction	All	Data Team	Quarter 1	Quarter 1		
Examine data and prepare reports to use with instructional staff.	Instruction	All	Data Team	Quarter 2	On-going		
Examine data reports to identify comparison groups, patterns, trends, clusters, and extremes that indicate student learning problems and problems of practice.	Instruction	Students With Disabilities	Instructional Staff	Quarter 2	On-going		
Triangulate the conclusions drawn from one data source with insights drawn from others.	Instruction	All	Instructional Staff	Quarter 2	On-going		

Strategic Priority 4

Use analysis of student work and student achievement data to inform and adjust subsequent instruction; to inform our broader effort to determine our staff development priorities for high-leverage core instructional practices; and to advance our efforts to increase student use of comprehension strategies.	Instruction	All	Instructional Staff	Quarter 2	On-going		
Identify teachers doing exemplary data informed planning and instruction and partner them with faculty members having difficulties translating their student data into instructional changes that positively affect student outcomes.	Instruction	All	Administration	Quarter 3	On-going		

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
Develop currculum maps and a full compliment of unit plans.	The curriculum map is needed to align our instruction to the Commom Core State Standards, the Illinois Learning Standards and various subject-specific national learning standards. The unit plans will provide detailed explanations of how the knowledge, skills, and enduring understandings inherent in these standards will be developed within students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train ILT to understand and apply the Understanding by Design Framework in curriculum mapping	ILT/ Teacher Teams	All	Administration	On-going	Quarter 4		
Train staff to apply the Understanding by Design Framework in curriculum mapping.	ILT/ Teacher Teams	All	ILT	On-going	Quarter 4		
Unpack common core state standards so they can be applied to curriculum maps.	ILT/ Teacher Teams	All	Grade Level Teams	Summer 2012	Quarter 4		
Collaborate to create consensus maps for each core content area (ELA, Math, SS, Science). The maps will include standards, content and skill objectives, assessments, enduring understandings and essential questions.	Instructional Materials	All	Grade Level Teams	Summer 2012	On-going		
Collaborate with the specials teams to ensure intentional and meaningful cross curriculum units between core content areas and fine arts. The collaboration will be documented in the consensus maps.	Instructional Materials	All	Grade Level Teams	Quarter 1	On-going		
Primary, Elementary and Middle School teams will collaborate to ensure grade level consensus maps are aligned vertically with common enduring understandings and essential questions.	Instructional Materials	All	Grade Band Teams	Quarter 1	On-going		
Collaborate and use the Understanding by Design framework to develop unit plans and lesson plans that support instruction in all elements of their curriculum maps.	Instructional Materials	All	All Faculty	Quarter 1	On-going		

Strategic Priority 5