CIWP

2012-2014 Continuous Improvement Work Plan

Lyman A Budlong Elementary School

Ravenswood-Ridge Elementary Network

2701 W Foster Ave Chicago, IL 60625

ISBE ID: 150162990252101

School ID: 609817

Oracle ID: 22391

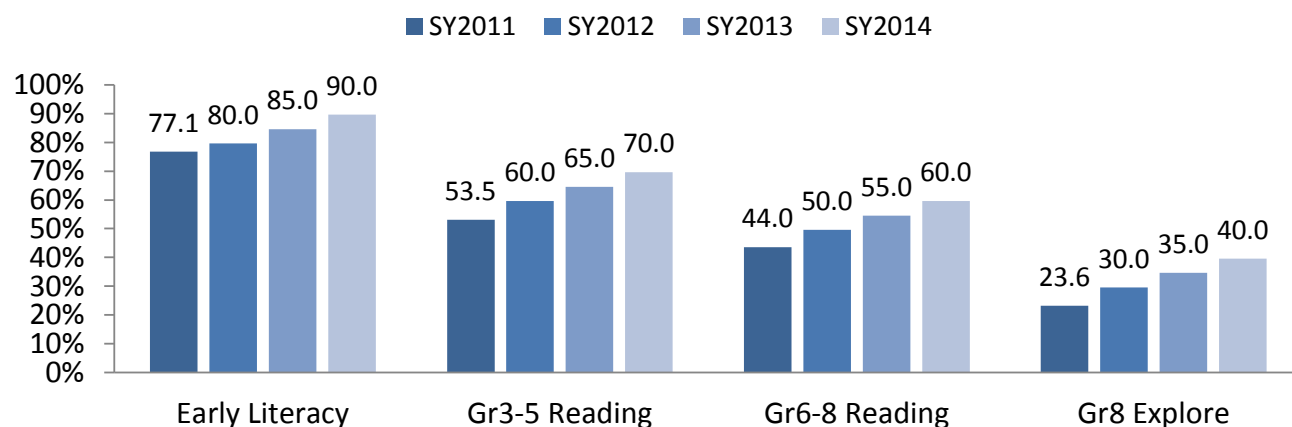CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Budlong will provide all students with a personalized education in a safe and supportive learning environment, through collaboration with administration, staff, parents and commnity. Self dicipline, motivation, development of strategies and excellence in learning are promoted through reading, math science and all core subjects, integrating technology across the curriculum.
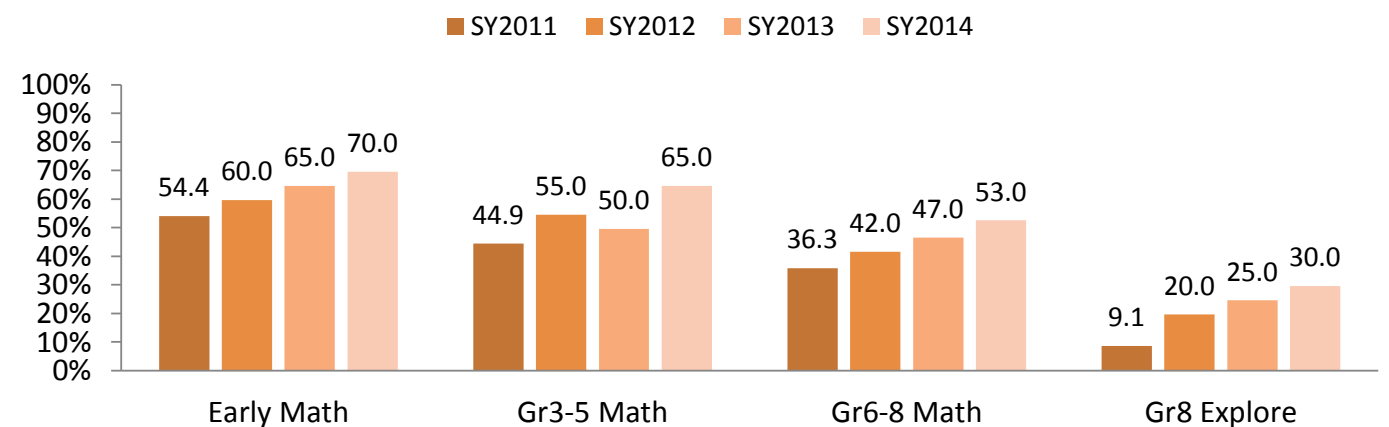
Strategic Priorities

1. After analyzing MAP data, our school will provide reading interventions with differentiated instructional stategies to all students. In addition, our school will ontinuously monitor students' progress.

2. After analyzing MAP data, our school will provide math interventions with differentiated instrcutional stategies to all students. In addition, our school will continously monitor students' progress.

3. Ensure that all teachers are using a set of instructional strategies, such as differentiated instruction, individualized instruction, peer tutoring, grouping aligned to a common instructional framework so there is instructional consistency throughout the school. Furthemore, Professional Development will be provided so all staff will

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	77.1	80.0	85.0	90.0
Gr3-5 Reading	53.5	60.0	65.0	70.0
Gr6-8 Reading	44.0	50.0	55.0	60.0
Gr8 Explore	23.6	30.0	35.0	40.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	54.4	60.0	65.0	70.0
Gr3-5 Math	44.9	55.0	50.0	65.0
Gr6-8 Math	36.3	42.0	47.0	53.0
Gr8 Explore	9.1	20.0	25.0	30.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Lyman A Budlong 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
Alvin N. Solomon	Principal
Joan Petrakos	Assistant Principal
Elizabeth Reed	Counselor/Case Manager
Vicky Hallm	Support Staff
Angelita Perez-Figueroa	Lead/ Resource Teacher
Shmeran Youkhana	Lead/ Resource Teacher
Marija Markovic	Other
Yolanda Donates	LSC Member
Tina Kritikos	Classroom Teacher

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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	77.1	80.0	85.0	90.0	**Early Math** % of students at Benchmark on mClass	54.4	60.0	65.0	70.0

3rd - 5th Grade

3rd - 5th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	53.5	60.0	65.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.9	55.0	50.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.1	55.0	60.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.9	63.0	68.0	72.0

6th - 8th Grade

6th - 8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.0	50.0	55.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	36.3	42.0	47.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	36.4	42.0	47.0	53.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.7	60.0	65.0	70.0

8th Grade

8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	23.6	30.0	35.0	40.0	**Explore - Math** % of students at college readiness benchmark	9.1	20.0	25.0	30.0

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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	95.4	96.0	97.0	98.0		**Misconducts** Rate of Misconducts (any) per 100	3.9	5.0	5.0	5.0

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	78.2	84.0	92.0	95.0		**ISAT - Reading** % of students exceeding state standards	23.7	30.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.0	92.0	92.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	26.6	32.0	40.0	50.0
ISAT - Science % of students meeting or exceeding state standards	80.4	84.0	92.0	95.0		**ISAT - Science** % of students exceeding state standards	22.3	29.0	35.0	40.0

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** -->			**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.	Our school has set and established goals for student achievement, aimed at making growth, per child, within the school with utilizing the MAP data. Our Theory of Action has clear goals. Evidence of why we are not as successful as we want to be is due to the fact that in the past, we had many goals and we just recently refocused our goals, identified weaknesses and established priorities. If we focus a implement balanced literacy through instructional practices, implement a standard based math program, scaffold the common core standards by grade level and divide the standards in like grade level so	
	Principal Leadership -->			**2**
	• 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 observations reveals that some staff does not connect instructional practices, in the classroom that were discussd in staff and/or grade level meetings.. Monitoring is minimal. Much of the information shared within the school setting with students/families/the community is at an "at need" basis and not a "pre need" basis. We are in the process of re-directing our focus. We have improved on identifying weaknesses in order to provide more individualized support. We are also tying in professional development to our Theory of Action and data. Once aligning comes into play and a means of implementation, scores should increase and will build upon the ability of our students being "college ready".	

Date Stamp November 22, 2012

School Effectiveness Framework

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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	There is a core group of teachers that generally facilitate the majority of obligations. Information is not consistently shared throughout the school. We need to create equal accountability to all grade levels and staff. When accountability is apparent, then all take ownership for the betterment of the school environment.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT is made up of a combination of school representation. The primary focus is on student achievement and the implementation of a systematic school-wide plan. The ILT is working to match our professional development with the Common Core State Standards (CCSS) established for student improvement. The ILT created a plan to engage staff in decision making and data analysis toward the improvement of student performance. ILT together with grade levels analyze test data on an ongoing basis.	
Monitoring and adjusting	-->		**2**
• 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.	Although data is analyzed to improve instructional practices, we still need to collaborate on a regular basis to improve our systematic plan so data analysis methods are consistent throughout the school.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**2**
	• 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.	Grade level classrooms are not consistent with instruction based on skills needed to perfect/achieve. Many grade levels use common units of instruction but delivery and verification of skills achieved by students is not consistently monitored. Some teachers are working on the sole utilization of curriculum content used from text. We are working towards getting staff and students to teach and think "out of the box". Also, our teachers are focusing on differentiating instruction per students needs across all grade levels. We have the capability to do this through the purchase of the Compass Learning computer program, but all have to make it a mandatory learning tool. We are in the process of mapping out scope and sequence for the year, with a primary focus on attaching it to the common core	
	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).	Our instructional material is aligned with Illinois State Standards supporting differentiated instruction for all students including ELL and special needs. Teachers develop their own differentiated lesson according to unit or skill. School administration is focusing on the classroom teachers needs to better teach "thinking skills" and to rely less on the texts and worksheets. Not all teachers use resources such as informational texts and technology to enhance instruction.	

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.	Data is readily available after each assessment. One issue is that not every teacher utilizes the data on a regular basis and to its fullest capability. We are in the process of initiating a school-wide system so all classrooms/teachers are on the same page, analyzing the same way and utilizing the data for the benefit of student performance and growth. Our school provided a professional development on how to best utilize the data for the benefit of the students, and we will provide ongoing training throughout the year. Some forms of assessment methods should be incorporated into instructional plans, such as rubrics, oral presentations, group projects etc., accommodating the various learning styles of all students.	

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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.	Classroom instruction and delivery vary by classroom and grade level. Not all teachers clearly display and communicate lesson objectives and expected learning outcomes consistently. There is evidence of instruction being conventional and not giving the students the opportunity to develop higher order thinking skills. Many teachers align the state standards for instruction, however common core standards need to be incorporated into daily planning and instruction, as well as developing a scope and sequence for a better mastery of the standards. Formative assessment is not implemented across the board and more monitoring is needed to check for student understanding. Lesson sequence in the majority of classes is delivered by pacing suggested in instructional materials. Our school provides inclusion services in the regular classroom, resource support and fill instruction for ELL and special needs population.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		2
• 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.	There is an intervention system implemented, however it is not implemented consistently throughout the school. (RTI, Easy CBM, pull-out, testing monitoring, one-on-one support) Through regular weekly team and grade level meetings, many teachers, but not all, gather and monitor data for the best outcome of Tier 2 and 3 students. The reading coordinator's interventions with students are not consistent due to imposing factors such as testing (MAP, Common Core and ISAT).	
Whole staff professional development	-->		2
• 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.	Professional Development is not focused on a specific school need for improvement. Once a strategy is introduced, some teachers may implement it into their lesson/planning but it is not school-wide. The alignment of our Theory of Action to professional development is limited, not fully implemented. One of the ways we measure monitoring the success or implementation of a strategy when teachers share how the strategy benefitted their lesson through professional development to whole staff.	

(left margin: Professional Learning)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• 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.	Teachers and grade levels meet regularly but some are not focused on long term objectives and analyzing formative data. There should be better management of time related to student progress. Ownership and planning for student learning lies primarily with the individual teacher and there is a need for more open communication and planning with specialty teachers. The objective would be to schedule for meeting times to allow for collaboration. Our ILT members have a plan to support teacher teams inthe discussion of data, monitoring and the effectiveness of interventions.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching is presently implemented on an informal basis. Observations are utilized for support throughout the school year. Professional Development is used as a way to support teachers and build on strategies. Lead teachers are appointed as a "coach" to new teachers. Teachers work with Reading Coordinator regularly for guidance in instruction, strategies and to support student needs. Mentoring for new teachers needs to be more consistent. Peer observations and cross classroom teacher observation rarly occurs. We need to increase collaboration to improve instruction. This is also used as a form of coaching with helps build upon community and culture.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• 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	Teachers lead by example, for students, when they themselves continuing their education. Teachers discuss the benefits of higher education within the classroom to reinforce higher educational goals and expectations. We have implemented a "Positive Action" program to promote character development and setting future goals. Students work within this program on a regular basis—school-wide-with the counselor to create a foundation for leadership, values, charity and work ethic.	
	Relationships	-->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students with disabilities are engaged on a regular basis within the school community, academically, physically and socially. Relationships extend to parents and community, with various cultural backgrounds by welcoming them into our school community by offering parent language classes and training. Our students are exposed to each others cultural background through the arts and performances. We experience many positive social interactions but there is always room to expand. We have a safe environment due to teaching students to be accepting and tolerant of cultural differences.	
	Behavior& Safety	-->		**3**
	• 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.	Our positive action program is connected to our behavior plan which provides our school with a safe environment. Although the data shows average performance in regards to safety (school report card), 59 %, we have a consistent approach to student discipline and maintain a safe, welcoming school environment. Our school maintains a safe environment through the use of security guards and security cameras.	

Date Stamp November 22, 2012

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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.	Principal meets with parents and school community regularly to discuss school performance and provide suggestions for improvements. In addition, a school handbook is provided to parents with information about school guidelines and activities. Principal and teachers conduct orientation meetings per grade level at the beginning of the school year. Some teachers communicate with parents regarding students' progress through our students' academic planners, e-mail and parent portal. We have monthly school calendars, school commentary and newsletter translated in different languages to keep parents informed with all changes. Families are provided with information regarding school choices for their children.	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers and other staff members engage in communication with parents on their students' daily progress and performance through e-mail, phone calls etc. Our staff provides parents with strategies and resources to support their children academically such as: Positive Action, Pre–Kindergarten workshops, Virtual Pre-K training, Preschool Parent Child Activities, Middle and Upper Grade orientation, parent workshops provided by the Parent Advisory	
	Bonding	--->		**2**
	• 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.	Our school has an open door policy and provides a safe environment with continuous monitoring of school activities. The school provides opportunities for parents and community to engage in school activities with an emphasis on culture, literacy, technology and educational field trips. Parent participation is not as high as we would like (56% based on My Voice Survey)and we are working on ways to motivate the parents and community to participate in our school.	

Date Stamp November 22, 2012

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
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff collaborates with social agencies to provide support to parents in need. Agencies are invited to be present and/or give presentations to parents and students explaining services offered. Occasionally, home visits are conducted to support parents by providing additional strategies to help student needs. The support services team meets with teachers and parents to provide	
	College & Career Exploration and election	-->		**2**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The 7th and 8th grades participate in college career activities through the Positive Action program. Classes cover critical thinking skills, career and college awareness and other topics pertinent to their stage in career development.	
	Academic Planning	-->		**2**
6: College and Career Readiness Supports	• 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.	The school holds a high school fair at the school to inform students and parents about high school choices and career paths offered at the different high schools. Academic expectations are also discussed by the high schools. What's Next Illinois is a computer based program utilized by 6th-8th grade students to explore individual interests and skills and the careers that relate to them. Field trips are taken to local universities to explore the campus and the programs offered at the campuses.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	Our school offers programs such as. but not limited to, after school sports programs, Girls on the Run, Drama, Theatre, Arts & Crafts, Lego club, Academic support, Big Brothers/Sisters, Pre-school Enrichment. This ensures exposure to a wide range of activities with	

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*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Our students are tested using the "Explore" test which highlights individual interests and recommends career choices based on the results. The students also engage in the "What's Next Illinois?" computer program with our school counselor to help in mapping future ambitions.	
	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.	N/A	
	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.	Our school is effective when transitioning students to all grade levels, and specifically benchmark grades. Administration collaborates with students, parents, teachers to keep them updated or informed with any guidelines to make the transitions smooth.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school does a good job of allocating discretionary spending to align with identified needs and strategic priorities. The school makes some attempts to pursue opportunities and identify outside funding or community partnerships. Currently we are in a partnership with Swedish Covenant Hospital. We also partner with UIC in order to implement the "Positive Action Program" within the school. We diligently work with neighboring universities and receive support in way of student teacher/observers.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is always conducted when needs are identified. The school implements a multi-step interview process in order to ensure highly qualified candidates. We often hire people who have had a previous connection to the school community, such as student teachers, former students, and teaching assistants.	
	Use of Time	-->		**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	School schedule allows weekly and daily collaboration but teachers need to maintain meaningful use of planning time. School schedule is not only based on numbers of minutes per subject but on students' needs and additional instructional time in labs such as science and computer. Teachers implement additional interventions which target the students needs. Additional intervention time by reading and bilingual coordinator,s and other support staff, will benefit students.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Lyman A Budlong Elementary School

CHICAGO
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SCHOOLS | CPS

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

Budlong will provide all students with a personalized education in a safe and supportive learning environment, through collaboration with administration, staff, parents and commnity. Self dicipline, motivation, development of strategies and excellence in learning are promoted through reading, math science and all core subjects, integrating technology across the curriculum.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	After analyzing MAP data, our school will provide reading interventions with differentiated instructional stagies to all students. In addition, our school will ontinuously monitor students' progress.	By monitoring the NWEA scores and by providing instruction for students based on their skill level, we will provide one period a day which will allow all students receive instruction to focus on their individual needs. Also, by utilizing a computer based program, Compass Odyssey, with a primary focus on skill building, per student.
2	After analyzing MAP data, our school will provide math interventions with differentiated instrcutional stagies to all students. In addition, our school will continously monitor students' progress.	By monitoring the NWEA scores and by providing instruction for students based on their skill level, we will provide one period a day which will allow the students receive instruction to focus on their individual needs. Also, by utilizing a computer based
3	Ensure that all teachers are using a set of instructional strategies, such as differentiated instruction, individualized instruction, peer tutoring, grouping aligned to a common instructional framework so there is instructional consistency throughout the school. Furthemore, Professional Development will be provided so all staff will integrate those strategies with the Common Core Standards.	When focusing on ISAT scores, evaluating the instrction school-wide, we will implement a school-wide procedure for all staff which will focus on uniformity by class, grade and school.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
After analyzing MAP data, our school will provide reading interventions with differentiated instructional stategies to all students. In addition, our school will ontinuously monitor students' progress.	By monitoring the NWEA scores and by providing instruction for students based on their skill level, we will provide one period a day which will allow all students receive instruction to focus on their individual needs. Also, by utilizing a computer based program, Compass Odyssey, with a primary focus on skill building, per student.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review previous year MAP test results to identify students not meeting the standards	ILT/ Teacher Teams	All	ILT Team	Summer 2012	Summer 2012	On-Track	
Per classroom, identify the low, medium and high functioning students based on test scores	ILT/ Teacher Teams	All	Teachers	On-going	On-going	On-Track	
Arrange one period a day where students are grouped by ability to work on skills	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Incorporate Odyssey--computer program which is a skill building program, individualized for all students	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Identify RTI students through constant monitoring, Easy CBM and other test data	Instruction	All	Teachers	Quarter 1	Quarter 4	On-Track	
MAP testing--re-evaluate gouping of students--do this after each testing cycle	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Utilize Reading Coordinator to assist in skill building for low readers	Instruction	Other student group	Teachers/Reading coordinator	Quarter 1	Quarter 4	On-Track	
Provide After School Tutoring	Instruction	Other student group	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Utilize Bilingual Coordinator and teachers to work on skills for ESL learners	Instruction	English Language Learners	Teachers/Bilingual Department	Quarter 1	Quarter 4	On-Track	

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
After analyzing MAP data, our school will provide math interventions with differentiated instrcutional stategies to all students. In addition, our school will continously monitor students' progress.	By monitoring the NWEA scores and by providing instruction for students based on their skill level, we will provide one period a day which will allow the students receive instruction to focus on their individual needs. Also, by utilizing a computer based

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review previous year MAP test results to identify students not meeting the standards	ILT/ Teacher Teams	All	ILT Team	Summer 2012	Summer 2012	On-Track	
Per classroom, identify the low, medium and high functioning students based on test scores	ILT/ Teacher Teams	All	Teachers	On-going	On-going	On-Track	
Arrange one period a day where students are grouped by ability to work on skills	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Incorporate Odyssey--computer program which is a skill building program, individualized for all students	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Identify RTI students through constant monitoring, Easy CBM and other test data	Instruction	All	Teachers	Quarter 1	Quarter 4	On-Track	
MAP testing--re-evaluate grouping of students--do this after each testing cycle	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Purchase a Math Coordinator position to assist in skill building for math	Instruction	Other student group	ILT	Quarter 1	Quarter 4	On-Track	
Provide After School Tutoring	Instruction	Other student group	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Utilize Bilingual Coordinator and teachers to work on skills for ESL learners	Instruction	English Language Learners	Teachers/Bilingual Department	Quarter 1	Quarter 4	On-Track	
Integrate a new math series to build rigorous skills alligned to the common core	Curriculum	All	ILT/Teachers	Summer 2012	Quarter 4	On-Track	

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Ensure that all teachers are using a set of instructional strategies, such as differentiated instruction, individualized instruction, peer tutoring, grouping aligned to a common instructional framework so there is instructional consistency throughout the school. Furthemore, Professional Development will be provided so all staff will integrate those strategies with the Common Core Standards.	When focusing on ISAT scores, evaluating the instrction school-wide, we will implement a school-wide procedure for all staff which will focus on uniformity by class, grade and school.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Planning Professional Development for all teachers to improve instructional strategies and assessment methods.	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	Summer 2013	On-Track	
Professional Development to assist staff in implementing a systematic approach for analyzing data	ILT/ Teacher Teams	All	Admin/ITL	Summer 2012	Quarter 4	On-Track	
Each grade level will plan a yearly scope and sequence to map out what common core state standards teach	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Provide consistent quality feedback to staff through peer coaching and cross-classroom visitation	ILT/ Teacher Teams	All	Admin/ILT/Teachers	Quarter 1	Quarter 4	On-Track	
Professional Development to be aligned with State Standards and Common Core State Stndards	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	Quarter 4		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

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