CIWP

2012-2014 Continuous Improvement Work Plan

Little Village Elementary School

Pilsen-Little Village Elementary Network

2620 S Lawndale Ave Chicago, IL 60623

ISBE ID: 150162990252896

School ID: 609834

Oracle ID: 22521

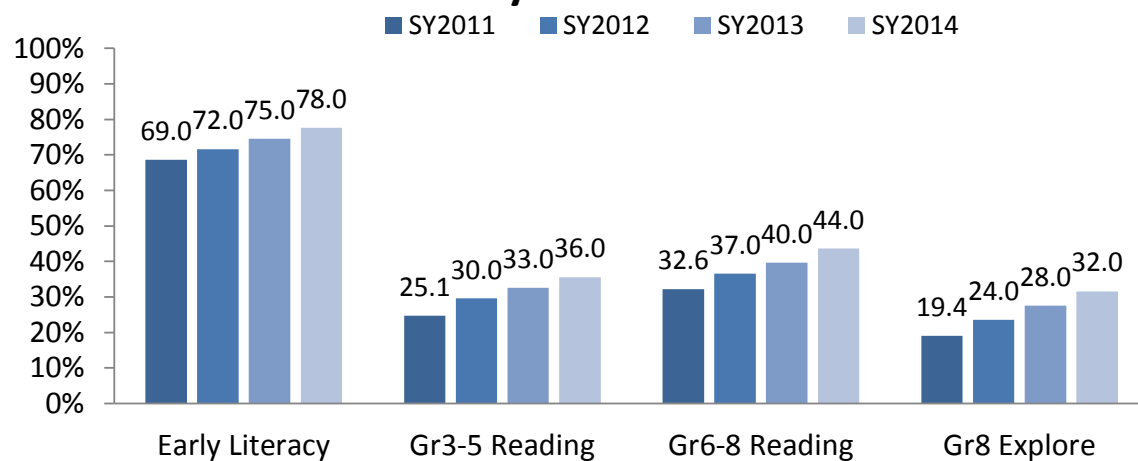CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Little Village Academy is committed to providing a rigorous and integrated instructional program that is differentiated to meet the academic and social /emotional needs of our students. The staff, students, parents and community will work collaboratively to equip each student to pursue post secondary education.
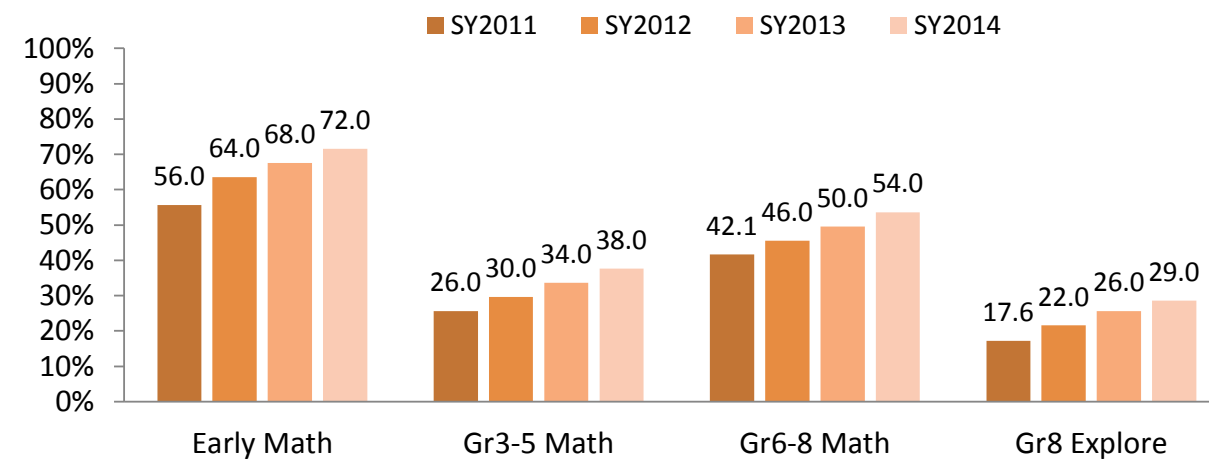
Strategic Priorities

1. Teachers will design Common Core State Standards units using principles of Universal Backwards Design and Universal Design for Learning focused with complex non-fiction and informational text.

2. Teachers will deliver Common Core State Standards with the focus on guided instruction, Depth of Knowledge-questioning and word study.

3. Establish a systematic structure that will allow teachers the opportunity to closely analyze NWEA and TRC for student targeted growth. Teachers will select an assessment tool that will inform them on how to adjust their teaching practices with the appropriate interventions/acceleration to meet the individual needs of Tier

School Performance Goals

Literacy Performance Goals

SY2011 | SY2012 | SY2013 | SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	69.0	72.0	75.0	78.0
Gr3-5 Reading	25.1	30.0	33.0	36.0
Gr6-8 Reading	32.6	37.0	40.0	44.0
Gr8 Explore	19.4	24.0	28.0	32.0

Math Performance Goals

SY2011 | SY2012 | SY2013 | SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	56.0	64.0	68.0	72.0
Gr3-5 Math	26.0	30.0	34.0	38.0
Gr6-8 Math	42.1	46.0	50.0	54.0
Gr8 Explore	17.6	22.0	26.0	29.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	Little Village 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
Ms. Elsa Carmona	Principal
Ms. Evangelina Covarrubias	Assistant Principal
Ms. Christina Hernandez	Lead/ Resource Teacher
Ms. Melinda Dahl	Lead/ Resource Teacher
Mr. John Ross	Classroom Teacher
Mr. Kyle Nowicki	Special Education Faculty
Ms. Cynthia Sanchez	Classroom Teacher
Ms. Ivette Loza	Classroom Teacher
Ms. Xenia Pineda	Classroom Teacher
Ms. Maria Calderon	Community Member
Ms. Irma Velazquez	Parent/ Guardian

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Little Village Elementary School

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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	69.0	72.0	75.0	78.0	**Early Math** % of students at Benchmark on mClass	56.0	64.0	68.0	72.0

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	25.1	30.0	33.0	36.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	26.0	30.0	34.0	38.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.8	53.0	56.0	59.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	52.2	56.0	59.0	62.0

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	32.6	37.0	40.0	44.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	42.1	46.0	50.0	54.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.3	60.0	64.0	68.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	63.2	67.0	71.0	75.0

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	19.4	24.0	28.0	32.0	**Explore - Math** % of students at college readiness benchmark	17.6	22.0	26.0	29.0

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	96.7	97.0	97.5	98.0	**Misconducts** Rate of Misconducts (any) per 100	3.2	3.0	2.7	2.5

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	68.1	72.0	75.0	78.0		**ISAT - Reading** % of students exceeding state standards	11.4	14.0	17.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	76.5	79.0	82.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	11.3	14.0	17.0	20.0
ISAT - Science % of students meeting or exceeding state standards	72.6	75.0	78.0	81.0		**ISAT - Science** % of students exceeding state standards	8.3	11.0	14.0	17.0

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***	--->		**2**
	• 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.	School has established goals for student achievement that are aimed at making incremental growth in Literacy and Mathematics. ILT and staff members have completed TOA and Cycle of Learning. Implementation and monitoring of plans are in the beginning stages of implementation.	
	Principal Leadership	--->		**4**
	• 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 provides clear vision for instructional best practices by articulating the vision at professional development, staff, and LSC meetings. School wide vision is focused on college and career readiness. Principal also meets with staff members and are required to set goals for teaching and learning. Principal suggests individual ways for teachers to improve including suggestions for grade specific professional learning opportunities. Systems are in place to communicate student learning goals and school-wide parent involvement opportunities, such as: Open House, Reading Night, High School Fair, Parent Book Club, Parent Library, Parent Field Trips, LSC, NCLB, and BAC committees.	

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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	A core group of teachers performs nearly all leadership duties: ILT, professional development presenters, grade level and grade cluster representatives are often the same set of teachers. These few voices often represent the entire school-people are not necessarily chosen, but teachers choose not to participate/volunteer. Teachers have equity of voice in grade level meetings but more distribution of leadership roles is needed of all staff members for the success of Little Village Academy.	

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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	There is representation of each grade level, special education and bilingual education on the ILT. There are also grade level band representatives which attend the Network ILT meetings with the principal. The ILT meets bi-weekly and information is communicated through morning staff meetings, professional development days, grade level meetings, emails, and ILT minutes. ILT leads the work of improving teaching and learning school-wide and is reflective on its own team processes and effectiveness. ILT takes action to improve its functioning and progress towards school-wide goals. ILT deep analysis of school-wide data, full implementation of Learning Cycle and monitoring is needed.	
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.	District wide assessment data is analyzed at the school level and grade level when reports become available. A systematic approach is needed to analyze data relative to theory of action on an ongoing basis in order to make necessary adjustments for instruction.	

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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.	Some teachers create pacing guides to guide instruction for reading, math, and science. For reading, teachers choose the standards and create a curriculum map to address state standards. In the middle school students are exposed to a variety of genres and readings are novel based. In the elementary school, students are mostly exposed to leveled texts in guided reading. Weekly lesson plans indicate accommodations and modifications are needed for students with IEP's. Teachers accommodate by providing ESL support when necessary in instruction. Achieve 3000 supports differentiated instruction with leveled informational text and provides lexile levels for students.	
	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).	We have a school-wide guided reading library in English and Spanish. According to our Reading Inventory Survey more informational text is needed school-wide for each grade level. In math and science, we have access to standards based materials, but they are often at a reading level that needs to be scaffold for students. More non-fictional materials are needed in order to differentiate	

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.	Teachers have access to data as it becomes available. Teachers administer formal and informal assessments. Teachers use NWEA data to determine reading groups for guided reading. Sometimes, teachers do not feel the data from NWEA or ISAT is 100% accurate for their students, but they use it to monitor students' growth. Some teachers may not understand exactly how to interpret the data and use it effectively. Frequent use of formative and summative assessments is needed in order to monitor student learning effectively.	

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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.	A few teachers use the depth of knowledge chart to guide instruction and questioning. In the elementary school, teachers implement guided reading and leveled texts as the core method of instruction. In the middle school, guided reading along with novel based reading is used for instruction providing students access to variety of genres while also improving their individual reading skills. Teachers are attempting to ask higher order thinking questions to challenge their students.	

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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 a need for a systematic approach to RTI to indicate students needing additional interventions. Some teachers implement interventions such as guided reading. Teachers include student work samples, progress monitoring data, and assessment data for students in Tier III.	
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.	We have participated in multiple professional developments on special education teaching methods, IEP's, modifications and collaboration logs. The school has done data analysis including NWEA ISAT, DIBELS/IDEL, Reading 3D but has not been consistent or provided feedback. All teachers have attended the CCSS Network PD's and are working on developing performance assessments that correlate with the common core standards.	

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 collaborate in their grade level to plan weekly instruction, analyze assessment data and assess student progress and interventions. Teachers do not have an opportunity to plan vertically. Teachers submit weekly grade level meeting minutes to administration. Each grade level team has a grade level chair and an ILT representative that plans and reports to the team.	
	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.	Professional development has been focused on CCSS. As a result to the development of the TOA and Learning Cylce professional development will be tailored to the instructional needs of the school. New teachers are supported by their grade level teams. Peer observation and cross-classroom visitation is encouraged and left up to teacher choice. Teachers receive quality feedback that supports their individual growth twice during the year from administration through formal observations.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• 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	Students are given opportunities and options to pursue post secondary education. Some of the activities include visits to university campuses; May bulletin boards include student's research on universities and careers, and Career Day. Academic success is highlighted to motivate students to excel or reach honor roll status. Advisory time is used to plan for college and learn about different options for post secondary education. Students are aware of their data and are given targets to strive for (DIBELS "Work for the green!" TeenBiz goals, SCANTRON growth, goals for grades).	
	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.	Special Education students are included in all curricular and extracurricular activities. Students' language and culture are respected. Some teachers make connection to their instructional program as it relates to student culture and heritage. All communication to parents is developed in Spanish and English. Inclusion co-teaching model is implemented at LVA for special education students. Social-emotional support programs are in place at the school include Erie Neighborhood House; Become a Man (BAM), WOW, and Alivio counseling services. Middle School teachers go above and beyond to support students in crisis (referral for counseling, home visits, parent meetings, working with whole team to brainstorm solutions). Teachers collaborate with previous and future teachers to better understand students. Respectful	
	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 SY2011 School Progress Report indicates 45% of our middle school students feel safe at school. Safety structures in place include security guard, 12 security cameras, all students required to have clear backpacks and uniforms. School-wide discipline procedures are well established. They include administration supporting teachers in extreme discipline cases, detention developed for 5th - 8th grade students. Administration implements Student Code of Conduct. Teachers communicate with parents/legal guardian by phone, parent conferences, and notes	

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Typical School	Effective School	Evidence	Evaluation
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 school progress report was distributed to all parents during report card pickup day. A monthly principal newsletter provides updates on school events, student expectations and important dates. Individual student ISAT results from the previous year are distributed when available. A welcome letter is handed out at the beginning of the year to parents with expectations for grade level performance for student conduct. Letters are required to be returned signed by the parents.	
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.	It is expected that teachers make every effort to communicate with parents via e-mail, telephone and parent-teacher conferences. For disciplinary issues in 5th grade and the upper grades, students are issued a detention and parents are required to sign the detention slip. Parents are given a call the following morning to confirm their awareness and understanding of the disciplinary action.	
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.	Teachers exhibit respect for each other and collaborate well. The school provides many activities and events for parental participation such as parent field trips, parent library, Reading Night, Math Night, Alivio Health programs, NCLB and BAC parent workshops, Parent Book Club and Parent Patrol. Staff maintains a non-threatening and safe environment for students to perform at their peak academic level. A library of resources is available for parents. Sport activities are provided for all students. Organized fitness program (WOW) provided for parents and children to exercise together.	

DIMENSION 5: Family and Community Engagement

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.	The school seeks outside organization to support and meet the social/emotional needs our students. Alivio provides individual and group counseling. BAM (becoming a man) provides counseling services for at risk boys in the middle grades. WOW (working on womanhood) provides counseling services for at risk girls in the middle grades. The program provides support for social emotional	
	College & Career Exploration and election	--->		**3**
6: College and Career Readiness Supports	• 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.	School provides exposure to colleges through school-wide experiences. We have school-wide college awareness month in May, School-wide Career Day, and each Middle school-adopts a college/university at the beginning of school year. Middle school students have LVA alumni as guest speakers to talk about thier	
	Academic Planning	--->		**2**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Our SY 2011 School Progress report indicates 30.9% of our 8th grade students are enrolled in Algebra class and 66.7% of them pass the Algebra exam. During Middle School advisory periods, students are provided opportunities to explore path of career interests, GPA, high school and university information. Previously we were a ceritfied AVID school and practices are still in place. School annually organizes a high school fair locally to provide students and parents to seek a variety of HS options.	
	Enrichment & Extracurricular Engagement	--->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We provide students a variety of academic, sport, and music afterschool programs. The academic activities include It's So Cool to Be Smart program, Reading Night, Science Night, GEAR UP, After-school Reading, Math and Science clubs/programs. Our sport	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	***College & Career Assessments***	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Our 8th grade Explore Reading data indicates 19.4% of our students meet College Readiness Benchmark in Reading and 17.6% in Math.	
	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.	Syllabi are provided in the Middle School. Parent teacher conferences are scheduled with students "at risk" in addition to report card pick-up dates. A school-wide Open House is scheduled at the beginning of the school year, in addition to, Middle School Parent and Student Orientation night.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School actively seeks community partnerships such as: Gear Up, BAM, WOW, WAY, Alivio, and It's Cool to Be Smart School allocates discretionary funds among classrooms based on teacher wish lists and specific instructional materials. Examples of items bought with discretionary funds: laptops and carts in all grades and library, Elmo's in each classroom, additions to classroom libraries.	
	Building a Team	-->		**2**
	• 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.	Teacher teams are invited to particpate in the interview process. Hiring is conducted after a vacancy or expected vacancy is identified.	
	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.	Teachers are afforded 4 common preparation periods a week. Teachers are provided the opportunity during professional development days to collaborate with team members and across teams. Student schedule is based on number of minutes per CPS guidelines for content area minutes.	

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

Little Village Academy is committed to providing a rigorous and integrated instructional program that is differentiated to meet the academic and social /emotional needs of our students. The staff, students, parents and community will work collaboratively to equip each student to pursue post secondary education.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will design Common Core State Standards units using principles of Universal Backwards Design and Universal Design for Learning focused with complex non-fiction and informational text.	We scored a "2" in "Instruction" on the SEF. We have a need to implement a rigorous literacy curriculum. Our SY2011 data indicates 49% - 63% of our students are making targeted growth in Reading and Math. Our composite score in exceeding state standards in Reading and Math is 11%.
2	Teachers will deliver Common Core State Standards with the focus on guided instruction, Depth of Knowledge-questioning and word study.	We scored a "2" in "Instruction" on the SEF. We need to clearly communicate with students the CCSS objective, using a combination of scaffolding and high questioning techniques that promote student higher and strategic levels of thinking and understanding.
3	Establish a systematic structure that will allow teachers the opportunity to closely analyze NWEA and TRC for student targeted growth. Teachers will select an assessment tool that will inform them on how to adjust their teaching practices with the appropriate interventions/acceleration to meet the individual needs of Tier I, II, and III students.	We scored a "2" on the SEF "Instructional Leadership monitoring and adjusting" and "Core Instruction assessment "section. We scored a "2" in" Intervention" SEF indicates a systematic approach to RtI and determining the list of students in need of academic interventions. Interventions implemented by all certified teachers and closely monitored by ILT, LC, BLC, teacher teams, or individual teachers so that adjustments can be made at least every 6 weeks.
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
Teachers will design Common Core State Standards units using principles of Universal Backwards Design and Universal Design for Learning focused with complex non-fiction and informational text.	We scored a "2" in "Instruction" on the SEF. We have a need to implement a rigorous literacy curriculum. Our SY2011 data indicates 49% - 63% of our students are making targeted growth in Reading and Math. Our composite score in exceeding state standards in Reading and Math is 11%.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT and staff will fully implement Learning Cycles	ILT/ Teacher Teams	All	Principal, LC,BLC and ILT	Summer 2012	On-going		
Professional development for implementing Common Core State Standards aligned literacy instruction delivered by teacher leaders to each grade band	ILT/ Teacher Teams	All	Principal, ILT, and Teachers	Summer 2012	On-going		
Literacy Coach to support teachers in the implementation of Literacy best practices in CCSS and designing of units.	Staffing	All	Principal	Summer 2012	Summer 2012		
Each teacher conducts an audit of challenging texts aligned to CCSS and invest in supplemental nonfiction texts.	Instructional Materials	All	Principal, ILT, and Teachers	Quarter 1	Quarter 2		As a follow-up to Reading Inventory Survey
Conduct teacher observation in all classrooms to observe guided lesson with instructional foci	ILT/ Teacher Teams	All	Principal, ILT, and Teachers	Quarter 1	On-going		
Implementation and monitoring of ELD	Instruction	English Language Learners	Principal, ILT, and BIL Lead Coach	Quarter 1	On-going		
Professional Development of ELD	Professional Development	English Language Learners	Principal, ILT, and BIL Lead Coach	Quarter 1	On-going		
Extended Day programs for targeted group of students	After School/ Extended Day	All	Principal, ILT, and Teachers	Quarter 2	On-going		
Professional devlopment on best practices in using CCSS Appendix B	Instructional Materials	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Deliver professional development on retrofitting existing Math materials.	Instructional Materials	All	Principal, LC,BLC and ILT	Quarter 2	On-going		
Conduct an audit on existing math materials aligned to CCSS	Instructional Materials	All	Principal, LC,BLC and ILT	Quarter 3	Summer 2013		

Strategic Priority 1

Collaborate with Network to develop Professional development calendar SY 13	Professional Development	Not Applicable	Principal	Summer 2012	Summer 2012		
Monitor monthly professional development and debrief with ILT	Professional Development	Not Applicable	Principal, LC,BLC and ILT	Quarter 1	On-going		
Conduct a professional devleopment on using data from performance assessment to drive planning and instruction	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	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
Teachers will deliver Common Core State Standards with the focus on guided instruction, Depth of Knowledge-questioning and word study.	We scored a "2" in "Instruction" on the SEF. We need to clearly communicate with students the CCSS objective, using a combination of scaffolding and high questioning techniques that promote student higher and strategic levels of thinking and understanding.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development via professional readings/journals	Professional Development	All	Principal, LC,BLC and ILT	On-going	On-going		
Professional development via anchor book	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Professional development: interventions and differentiated instruction	Professional Development	All	Principal, LC,BLC and ILT	Quarter 2	On-going		
Implementation of instructional practices chosen from anchor book	ILT/ Teacher Teams	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Monitor implementation of adjusted instructional practices through learning walks	ILT/ Teacher Teams	All	Principal, LC,BLC and ILT	Quarter 1	On-going		

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
Establish a systematic structure that will allow teachers the opportunity to closely analyze NWEA and TRC for student targeted growth. Teachers will select an assessment tool that will inform them on how to adjust their teaching practices with the appropriate interventions/acceleration to meet the individual needs of Tier I, II, and III students.	We scored a "2" on the SEF "Instructional Leadership monitoring and adjusting" and "Core Instruction assessment "section. We scored a "2" in" Intervention" SEF indicates a systematic approach to RtI and determining the list of students in need of academic interventions. Interventions implemented by all certified teachers and closely monitored by ILT, LC, BLC, teacher teams, or individual teachers so that adjustments can be

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development on analyzing NWEA data	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Professional development on monitoring NWEA data	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Professional development on differentiating targeted interventions in literacy and math	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Professional development on RtI	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	On-going		
Identify and implement a systematic approach to administering diagnostic assessments	ILT/ Teacher Teams	All	Principal, LC,BLC and ILT	Quarter 1	Quarter 2		
Professional development: interventions and differentiated instruction	Professional Development	All	Principal, LC,BLC and ILT	Quarter 2	On-going		
K- 2 grade level band need professional development support on cohesive and coherent literacy best practices	Professional Development	All	Principal, LC,BLC and ILT	Quarter 1	On-going		Number of students retained in third grade continues to increase for the past three years

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Little Village Elementary School

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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