



2012-2014 Continuous Improvement Work Plan

Arthur E Canty Elementary School

O'Hare Elementary Network

3740 N Panama Ave Chicago, IL 60634

ISBE ID: 150162990252119

School ID: 609836

Oracle ID: 22541



Mission Statement

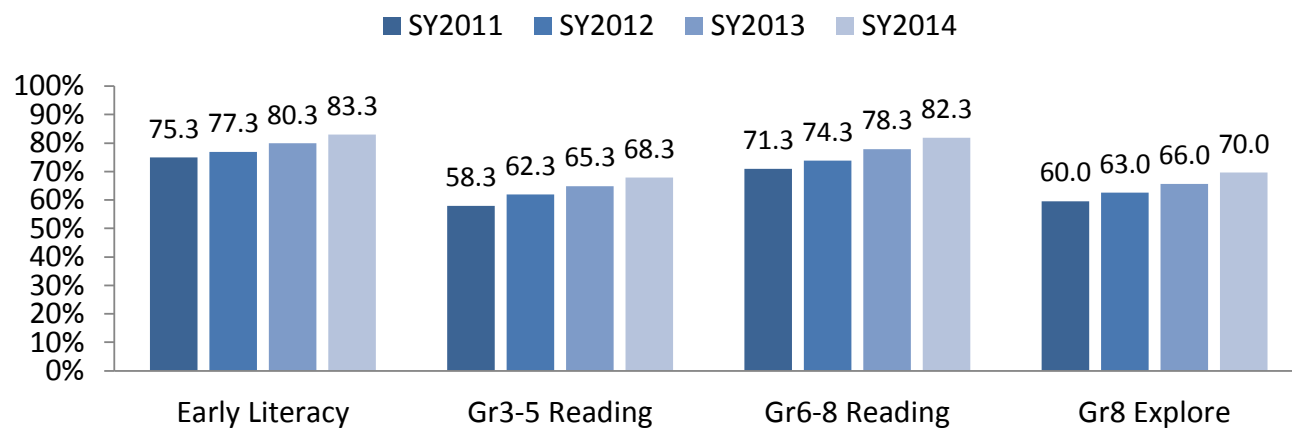
Canty School encourages and nurtures an appreciation for higher education with an emphasis on the individual success of every child. We believe in providing a rigorous rich curriculum in academic excellence, technology, fine and performing arts, with the development of healthy social and emotional skills in a safe and least restrictive environment. The outcome of the Canty experience is well-rounded, respectful, responsible and productive global citizens.

Strategic Priorities

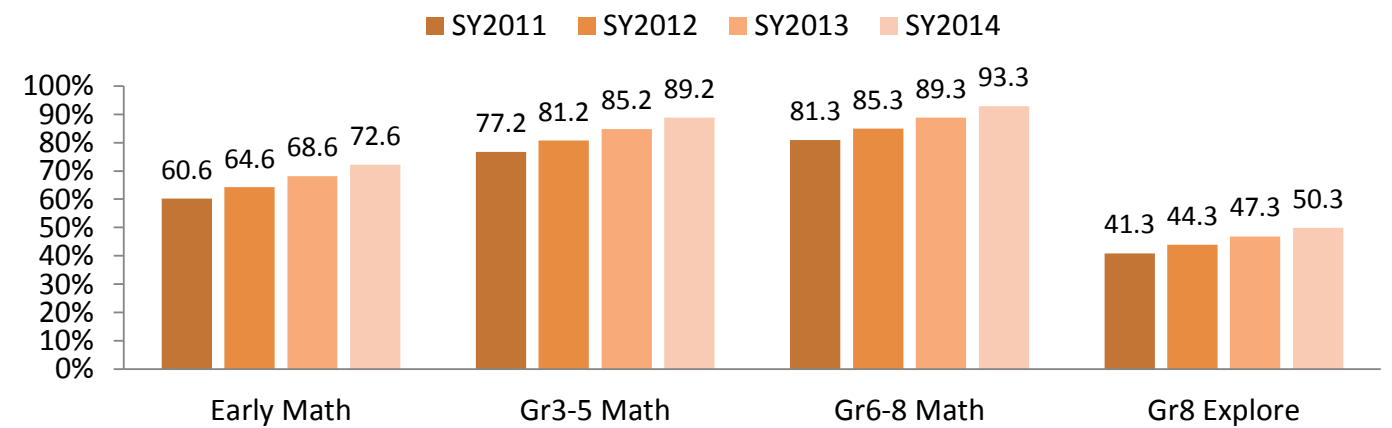
1. To prepare for 2014 PARCC we will Implement Common Core State Standards to reach all learners and strengthen college and career readiness.
2. Improve student achievement by elevating rigor through differentiated instruction across all content areas using guided reading, leveled readers/novels, learning centers and literature circles.
3. Strengthen instruction for all students with disabilities with appropriate services in both inclusion and pull-out programs based on the mandates of the individual IEP's to meet their individual needs and make AYP per NCLB.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Arthur E Canty 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
Lucja Mirowska-Kopec	Principal
Collette Laurencell	Assistant Principal
Karen Geller	Classroom Teacher
Aida Messar	Classroom Teacher
Alexandria Verros	Classroom Teacher
Carol Youkhanna	Classroom Teacher
Jenifer Richards	Classroom Teacher
Ronald Yak	LSC Member
Catherine Laduzinsky	LSC Member
Sabrina Tipre	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	75.3	77.3	80.3	83.3		Early Math % of students at Benchmark on mClass	60.6	64.6	68.6	72.6
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.3	62.3	65.3	68.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	77.2	81.2	85.2	89.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.9	54.9	57.9	60.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.0	66.0	70.0	74.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	71.3	74.3	78.3	82.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	81.3	85.3	89.3	93.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.7	63.7	67.7	71.7		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.4	64.4	68.4	72.4
8th Grade										
Explore - Reading % of students at college readiness benchmark	60.0	63.0	66.0	70.0		Explore - Math % of students at college readiness benchmark	41.3	44.3	47.3	50.3



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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	96.1	96.5	97.1	97.3					
					Misconducts Rate of Misconducts (any) per 100	2.3	2.2	2.1	2.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	90.9	91.9	92.9	93.9		ISAT - Reading % of students exceeding state standards	34.2	35.2	36.2	37.2
ISAT - Mathematics % of students meeting or exceeding state standards	95.9	96.9	97.9	98.9		ISAT - Mathematics % of students exceeding state standards	47.4	48.4	49.4	50.4
ISAT - Science % of students meeting or exceeding state standards	92.9	93.9	94.9	95.9		ISAT - Science % of students exceeding state standards	32.7	33.7	34.7	35.7

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
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> *We are moving towards the common core curriculum planning. *School had set priorities for professional development to be accomplished based on our data throughout the school year but due to changes in CPS Board Initiatives goals were not met to our expectations. *We are striving to improve student achievement and to close achievement gaps. 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> *Principal has excellent ideas but at times implementation because of distracted by other initiatives. *Communication to all stakeholders is strong and provide multiple facits of access to information. *Principal builds a culture of professional learning and provides opportunities for staff professional growth by attending internal and external PD activities. *In collaboration with ILT,m principal develops a clear vision for best practices for continuous improvement. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> *Principal encourages each teacher to become a leader. *Every staff member has an opporutnity and is encouraged to participate and be involved in decision meeting. *All staff members have the opporunity to be apart of decisions. *We need to improve our curriculum and grant writing teams. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>*Canty's ILT is comprised of one teacher from each grade level plus our MCLT, Bilingual Lead Teacher, Special Education Teacher, Counselor and both administrators. This gives us a complete representation of our school. It plays a crucial role in the development and monitoring of the schools improvement plan.</p> <p>* Minutes are taken at each session and emailed out to all staff at its conclusion.</p> <p>*At each meeting we develop action items.</p> <p>*ILT analyzes school data regularly and develops short and long term goals for the school year based on its analysis.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>*Reports about testing data are given to all staff members and discussed at meetings with the administration at biweekly grade level meetings.</p> <p>*Based on the data instructional adjustments are made.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> *Most grade levels develop common lesson plans and units aligned to the standards. *Throughout the year curriculum mapping is developed for each subject and grade levels. Using this mapping instructional needs are addressed. *Special Educaiton teachers support the general education teachers in the modifications and accomadations for each student with an IEP. *ELL teachers provide instruction to help students achieve and succeed in all subject areas using ESL and native language support as needed. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> * Students are exposed to instructional materials that are aligned with the standards based on their ability level. * We are supplementing additional instructional materials to meet the needs of all students and ability levels. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> * All staff members view and analyze data regularly. * Accommodations and modifications are developed based on the individual needs of students per the IEP. * Working towards aligning assessment to the common core. * There is a need to develop comprehensive assessment in all grade levels and analyze student work collectively at grade levels. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> * Based on data, exceeds are not progressing at a rate we would like to see. * We strive to challenge students at all ability levels and increase their performance level to exceed. * Teachers are working towards asking more high-order questions to deepen understanding and to increase rigor. *Some teachers differentiate and scaffold instruction for all levels of learners. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> For the last four years Canty has developed a strong Rtl team and Rtl procedures. Within this team a screening process and data analysis has been conducted regularly. Administration meets with each grade level biweekly to discuss students in different tiers and discuss how to implement interventions to reach students in tiers 2 and 3. Interventions used school wide are: Fluency, IXL and Achieve3000 computer based programs, readers, Rosetta stone, some teachers use leveled readers, additional support provided by ancillary staff. We have a strong push in support by our clinician specialists. 	
	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> School has a professional development committee that works closely with ILT and administration. A PD plan is written for the entire school year. Professional development is continually monitored and adjusted based on the needs of the school. Teachers seek out on-going professional development activities such as conferences and seminars on their own to develop their skills . Data based differentiated professional literature is discussed amongst the grade-levels to enrich instruction: Daily5, Differentiation, Guided Reading. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Each grade level meets weekly submitting minutes for items discussed on their agenda. Administration meets with each grade level biweekly. Teachers who have inclusion meet regularly with the special education teachers to review data and the development of planning. ILT team members relay information but do not necessarily consider themselves the expert in their area. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> We informally support all new teachers by matching them with a grade level veteran. We however realize that we must develop a more formal comprehensive coaching plan with guidelines and protocols. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Most staff members reinforce aspiration to attend college and future careers. The school has a student council that provides student leadership opportunities for grades 5 through 8. Principal reinforces with all parents the importance and benefits of higher education. 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Canty has strong student/teacher bonds developed at the school. Many of our teachers attend afterschool games and coach students in our sports programs. Canty prides itself on a tight family and community relationship. Students with disabilities are offered an opportunity to participate and engage themselves in extra-curricular programs. Strong parent involvement at school. 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> We have a school wide policy that is consistent but needs to be reinforced more consistently by all teachers. Overall all teachers use student code of conduct and discipline forms. We need to build consistency on the role of who is to notify parents. Often cases are sent to the office that could be handled in the classroom environment. We continually address issues such as bullying, cyber bullying, and 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> *All administration and teachers communicate the expectations of Canty to all stakeholders. * As a school we use monthly newsletters, webpage, two community forums, open house and parent portal as a way of keeping parent informed. * Teachers regularly communicate with parents about students who are not making the expected progress and discuss solutions and strategies for improvement. * Teacher teams and administration meet with parents of students in danger of failing. * A formal plan is developed with interventions and strategies for all stakeholders. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> *Teachers meet with parents and students who are not producing well. * Communication through email, parent portal, phone calls, and face to face meetings happen regularly. * In some cases student contracts are developed with expectations and consequences which are signed by all stakeholders. 	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> * Canty prides itself on our continued improvement at attendance which is above CPS standardsm above 96%.. * Before and after school hours, we have many parent volunteers that regularly help in the classrooms, chaperone fieldtrips, organize school wide events and functions. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> * Canty provides workshops for parents on hot topics such as cyber bullying, drugs, self- esteem, etc. * We do not have a big demand but when a cause comes to our attention it is addressed. 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> * In the middle school grades research topics are developed around high school, college and career exploration. * We hold high school nights for 7th and 8th grades and encourage selective enrollment. We participate in a High School night fair that many 6th, 7th and 8th graders participate in each fall. 	
Academic Planning ----->			4	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> * Students in 8th grade research a career of their interest that includes requirements for that career, a biography of a person in the career, college choice funding and timeline they hope in achieving this career. 	
Enrichment & Extracurricular Engagement ----->			4	
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *A wide variety extracurricular and enrichment opportunities are provided to all students while developing their leadership, engagement in school as well as their talents and interests. 	

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 ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> *The school participates in EXPLORE test. * We are offering Algebra test that ends with an exit test towards Algebra credit in high school. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Not Applicable	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> * Beginning in Kindergarten we meet with parents before the new school year to provide teachers with expectations, policies, and program details. * Every year, in grades 1-2 we hold DIBELS meeting for parent’s afterschool to provide explanation, teacher's role and parent's role in advancing the students reading ability. * 5th grade students going to 6th grade have a meeting at the end of 5th grade with departmental teachers to present to the parents the expectations of going to departmental and changing classrooms 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> * Discretionary funds are used to full fill the needs and priorities identified each school year. * Teachers apply for grants. We have a strong teacher and parent fundraising committee. The proceeds from the fundraisings help us meet school wide goals. 	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> * Hiring committees are developed based on the vacancy. The hiring committee consists of grade level/subject level teachers, administration, parents and/or LSC representative. * Once a candidate has an initial interview and it is down to 2 or 3 candidates those candidates are asked to teach a lesson. 	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> * School schedule is developed for all grade levels to meet the minute requirements set by the Full School Day Plan but also the IEP's of our students with disabilities. * Within our schedule teachers are provided time for collaboration and planning. * Each grade level meets biweekly with administration for RtI, data analysis and instructional decisions. 	

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

Canty School encourages and nurtures an appreciation for higher education with an emphasis on the individual success of every child. We believe in providing a rigorous rich curriculum in academic excellence, technology, fine and performing arts, with the development of healthy social and emotional skills in a safe and least restrictive environment. The outcome of the Canty experience is well-rounded, respectful, responsible and productive global citizens.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To prepare for 2014 PARCC we will Implement Common Core State Standards to reach all learners and strengthen college and career readiness.	Based on scantron data we need to align our curriculum to the new Common Core Standards, provide professional development for teachers, and common planning time. We will provide opportunities for developing all stakeholders understanding and appreciation for the CCSS.
2	Improve student achievement by elevating rigor through differentiated instruction across all content areas using guided reading, leveled readers/novels, learning centers and literature circles.	Based on DIBELS, Scantron and ISAT data we see the need to increase the rigor to reach all learners (low, average and high), implement RtI with fidelity and increase the number of exceeds in all core subjects.
3	Strengthen instruction for all students with disabilities with appropriate services in both inclusion and pull-out programs based on the mandates of the individual IEP's to meet their individual needs and make AYP per NCLB.	DIBELS, Scantron and ISAT data shows that we have improved student performance last year and made AYP. Since all teachers are teaching ELA we need to strengthen our inclusion, pull-out and differentiation instruction for students with disabilities we foresee an upward trend in student achievement.
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
To prepare for 2014 PARCC we will Implement Common Core State Standards to reach all learners and strengthen college and career readiness.	Based on scantron data we need to align our curriculum to the new Common Core Standards, provide professional development for teachers, and common planning time. We will provide opportunities for developing all stakeholders understanding and appreciation for the CCSS.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Professional Development on Common Core State Standards and curriculum alignment.	Professional Development	All	Principal and ILT	Summer 2012	Year 2		
Schedule grade level planning meetings to develop units and performance tasks in all content areas.	Instruction	All	All Teachers	Quarter 1	On-going		
Analyze NEWA , DIBLES, CC and classroom data quarterly to adjust instruction and to raise academic rigor for all students.	ILT/ Teacher Teams	All	Principal, ILT and All Teachers	Quarter 1	On-going		
Improve parent and community understanding of common core state standards.	LSC/ PAC/ PTA	All	Administration	Quarter 1	Quarter 3		
Offer after school, Saturday and other enrichment activities	After School/ Extended Day	All	Administration	Quarter 1	Quarter 4		
Supply adequate instructional and enrichment materials to all teachers to reach all learners.	Instructional Materials	All	Administration	Summer 2012	Quarter 1		
Supply all classrooms with necessary technology for students to participate in Achieve 3000, IXL Math, Rosetta Stone, and Raz Kids	Equipment/ Technology	All	Administration	Summer 2012	Year 2		
Provide High Quality professionals in all subject matters, including paraprofessionals.	Staffing	Not Applicable	Principal	On-going	On-going		



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
Improve student achievement by elevating rigor through differentiated instruction across all content areas using guided reading, leveled readers/novels, learning centers and literature circles.	Based on DIBELS, Scantron and ISAT data we see the need to increase the rigor to reach all learners (low, average and high), implement RtI with fidelity and increase the number of exceeds in all core subjects.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue professional learning community on delivery of instruction and student performance in weekly grade level meetings, bi-weekly RtI meetings with administration and ILT meetings.	Instruction	All	Principal	Quarter 1	Quarter 4		
Implement with fidelity Daily5 in grades K-3 to improve differentiation in ELA to reach all learners.	Instruction	All	K-3 Teachers	Quarter 1	Quarter 4		
Monitor and support differentiation in intermediate and upper grades for all students including high performing, students with disabilities, ELL's and all RtI tiers in all subjects.	Instruction	All	4- 8 and Ancillary Teachers	Quarter 1	Quarter 4		
Provide professional development on high quality differentiation in order to see continual improvement of student achievement.	Professional Development	All	Administration	Quarter 1	Quarter 4		
Provide high quality ESL instruction to ELL's to improve their vocabulary, comprehension, decoding, fluency and literacy skills.	Instruction	English Language Learners	ELL Teachers and Bilingual Coordinator	Quarter 1	Quarter 4		
Implement whole school culture where all certified staff provide intervention and/or enrichment to all students as necessary to meet the needs of the individual student.	Instruction	All	Administration and teachers	Quarter 1	Quarter 4		
Institute five week student/teacher conferences to review student growth including data results from district and in-house assessments and establishing reading and math goals.	Instruction	All	Teachers	Quarter 1	Quarter 4		



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
Strengthen instruction for all students with disabilities with appropriate services in both inclusion and pull-out programs based on the mandates of the individual IEP's to meet their individual needs and make AYP per NCLB.	DIBELS, Scantron and ISAT data shows that we have improved student performance last year and made AYP. Since all teachers are teaching ELA we need to strengthen our inclusion, pull-out and differentiation instruction for students with disabilities we foresee an upward trend in student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue Professional Development on best pedagogical practices for students with disabilities in inclusion and pull out settings.	Professional Development	Students With Disabilities	Administration	Quarter 1	Quarter 4		
Allocate instructional planning time for general education and special education collaboration to insure high academic rigor for student with disabilities	Instruction	Students With Disabilities	Teacher teams	Quarter 1	Quarter 4		
Monitor progress of all students with disabilities in monthly meetings with administration and case manager.	ILT/ Teacher Teams	Students With Disabilities	Teacher teams	Quarter 1	Quarter 4		
Provide all students with disabilities with rigorous materials aligned with CCSS at the students instructional level	Instruction	Students With Disabilities	Teachers	Quarter 1	Quarter 4		
Develop high quality comprehensive IEP's with detailed goals to reach individual needs of each student.	Instruction	Students With Disabilities	Special Education Teachers	Quarter 1	Quarter 4		



Strategic Priority 3

