



2012-2014 Continuous Improvement Work Plan

Carroll-Rosenwald Specialty Elementary School

Midway Elementary Network
2929 W 83rd St Chicago, IL 60652
ISBE ID: 150162990252122
School ID: 609839
Oracle ID: 22571



Mission Statement

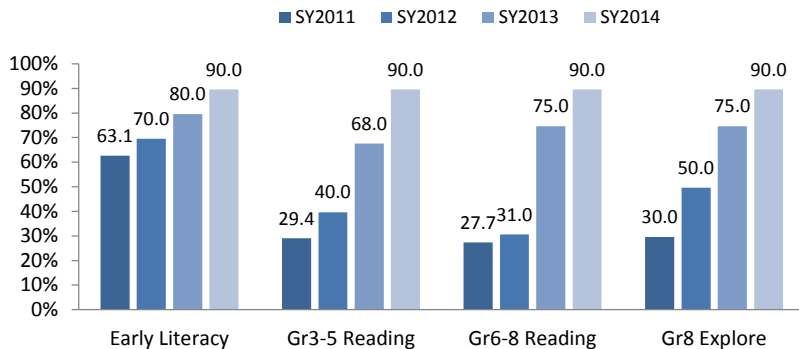
At Carroll/Rosenwald School students are immersed in academic discourse, hands-on learning, and research daily through differentiated, rigorous instruction that is problem- and project-based. Mutual respect and tolerance provides a supportive background to enrich the experience. Teachers regularly hone their skills and parents provide support at home and in school to ensure that every student succeeds in preparation for global society.

Strategic Priorities

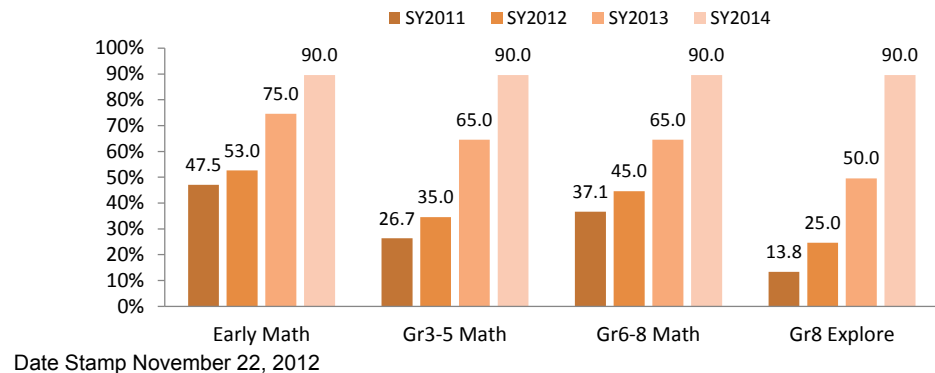
- 1. Teachers will deliver a rigorous curriculum, incorporating literacy across content areas, aligned with Common Core State Standards (CCSS) through the use of more nonfiction and higher-leveled text and questioning practices.
2. Teachers will deliver a rigorous math curriculum, incorporating the mathematical practices in CCSS supported by cross-curricular units.
3. We will provide reading and mathematics interventions to students flagged on beginning of year screeners and monitor progress.
4. We will intentionally engage parents in the teaching and learning process.

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:	Carroll-Rosenwald Specialty 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
Adell M. Brock	Principal
James Barnes	Assistant Principal
Gale Harris	LSC Member
Fabienne Johnson	Classroom Teacher
Suzanne Prescott	Classroom Teacher
Julie McDevitt	Classroom Teacher
Valandra Jones	Classroom Teacher
Senora Walker-Rowe	Counselor/Case Manager
Shauntel Savage	LSC Member



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	63.1	70.0	80.0	90.0		Early Math % of students at Benchmark on mClass	47.5	53.0	75.0	90.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.4	40.0	68.0	90.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	26.7	35.0	65.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.0	60.0	75.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	38.4	50.0	70.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.7	31.0	75.0	90.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.1	45.0	65.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.5	48.0	75.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.1	55.0	65.0	90.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	30.0	50.0	75.0	90.0		Explore - Math % of students at college readiness benchmark	13.8	25.0	50.0	90.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.8	95.6	96.0	96.3					
					Misconducts Rate of Misconducts (any) per 100	27.8	15.0	14.0	13.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	77.7	82.0	87.0	90.0		ISAT - Reading % of students exceeding state standards	9.1	14.1	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.6	82.0	87.0	90.0		ISAT - Mathematics % of students exceeding state standards	11.8	16.8	25.0	35.0
ISAT - Science % of students meeting or exceeding state standards	72.3	77.0	82.0	90.0		ISAT - Science % of students exceeding state standards	2.5	7.0	15.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			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. 	<p>If we focus on developing a coherent curriculum around the CCSS then we create a direct connection between what teachers need to know and be able to do and students's academic achievement.</p> <p>If we analyze student assessment data to identify student needs and write action plans to fit those needs, then we increase the academic demands on students so that they read, write, and think at/above grade level proficiency when they encounter challenging content reading and related performance assessments(science labs, math writing, research projects).</p> <p>If we use CCSS to guide planning and instruction then we increase the level and quality of teaching resources, aligned with CCSS and district assessments.</p> <p>If we ensure that all teacher deliver high quality instuction then we increase the time students spend engaged in activities that positively impact academic and social development.</p> <p>If the staff collaborates with parents, then we will demonstrate respect for the important role that all stakeholders play in the academic success of children.</p> <p>If teachers engage in focused, long-terms professional development to hone their skills, then we develop the knowledge and skills to meet goals.</p>	
	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. 	<p>Through observations, the principal provides feedback, suggestions for improvement, and help select professional development, including registering for National Board for Professional Teaching Standards.</p> <p>The principal provides one to one coaching when needed and encourages teachers to use the optimal learning model for scaffolding.</p> <p>The after school program supports students in understanding and reaching their goals for college and career readiness.</p> <p>The principal communicates information on the school's performance through the LSC, outcalling, the marquee, newsletters, parent information/activity night, and printed reports.</p>	

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Teacher Leadership ----->			4
<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): -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 	ILT Team Attendance Committee Rtl Team Discipline/Foundations Curriculum Team SIPAAA/CWIP Team Union Representative Records Team Family Liaison Technology Celebration Awards/Assemblies Fundraising Committee Departmental Team Tutoring Students Teachers bring data binders to meeting to share information Teachers identify tools for school (i.e. Accelerated Reader books) Teachers present to staff after attending PD to share what /how they are teaching in their classroom (grade level writing)	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			3
<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>ILT team consists of teacher-leaders from special education, primary, intermediate, upper, counselor, math specialist.</p> <ul style="list-style-type: none"> -ILT develop and implement progress sheets for monitoring student growth. -Teachers maintain data binder to progress monitors student growth. Binders are used for performance management sessions from which Teachers/ILT develop action items. -ILT team provide professional development in CCSS, Full school day, Curriculum mapping, and REACH after attending meeting. -ILT members facilitates two-way communication between staff and administration. -ILT conducted a self-reflective survey to better our interactions. -ILT regularly analyze academic (Scantron, etc.) and social/emotional (Foundations, discipline, Attendance, etc) data. 	
<p>Monitoring and adjusting -----></p>			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Immediately following assessments, teachers analyze their data using growth and item analysis grid to group students. They bring their analysis to the team meeting where grade level trends are identified to target support. Resources are identified and purchased that support teacher and student needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>In progress - revamped curriculum mapping was done with state standards in language arts and math and is being aligned to CCSS. Grade level teachers develop units of instruction, but are aligned to basals rather than state standards. Science and social studies series as well as leveled books in the reading series provide access to informational text. Teachers utilize Debbie Miller fiction and nonfiction read-alouds, Scholastic News, Stephanie Harvey's comprehension toolkit and a Scholastic guided reading curriculum. Resource teacher provides the necessary supports for students with disabilities and collaborates with regular ed teachers to give ideas for students not identified.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>All teachers at each level use the same core materials (i.e. basals, guided reading books, practice workbooks, leveled classroom library) which are aligned to the CCSS standards. Teachers/ILT Team identify instructional materials needed to support student growth including students with disabilities. More formative assessments are needed to ensure students are successful on summative assessments.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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. 	<p>Data is immediately available to teachers following assessments. School-wide data is distributed as it becomes available Teachers organize data in data binders for planning and instruction. Individual data is readily available through websites. Common assessments are administered three times per year to assess student progress (Dibbles and mClass in K-2, SCANTRON in 3-8). We do not have many performance assessments for all students, although we do make accommodations for academic ability.</p> <p>Teachers use Scantron, Dibels and mClass to screen students skills and assess for growth. Formative assessments include daily observations and exit slips. Teachers use ISAT, five-week assessments and quarterlies as summative tools. Teachers create performance assessments which include student projects and constructed-responses based on rubrics.</p> <p>All teachers have copies of IEPs to ensure accommodations/modifications.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>2</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Deviating from the basals is still an issue in the primary grades, although anchor charts indicate teachers communicate learning goals, procedures, and relevance. Level of questioning can only be anchor charts, lesson plans and observations. There can definitely be improvement. Lessons are primarily driven by the basals rather than student need. Teachers tend to scaffold instruction for language arts more than math. This observation is based on observations of learning stations and displayed student work. Teachers tend to give formative assessments for skills rather than standards.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Screening is done through Dibels, mClass, and SCANTRON in grades K-8. The data provided is immediate and teachers use the information to identify students' needs. Burst automatically identifies students' needs for small group instruction and teachers address those needs with small group interventions. Sped resource teachers provide collaboration for interventions with regular ed teachers. The counselor/case manager monitors interventions and offers assistance and support to ensure effectiveness. Teachers monitor their Dibbles data more than mClass (teachers do not do diagnostics with fidelity). Interventions in data binders are monitored by the principal and teacher teams. There is little time for Rtl in the middle grades because of the departmental schedule.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The annual professional development calendar is designed at the end of prior year for upcoming year based on need.</p> <ul style="list-style-type: none"> Teachers design their own professional development based on needs and plan accordingly. Teachers present to staff and connect how to integrate and to further our priorities. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Gen-ed and special education teachers collaborate weekly with principal for planning, data analysis, and instruction. Agendas and action item drive the meeting. Everyone is advise in advance of which material to bring.</p> <p>Interventionist meets with classroom teachers weekly to discuss progress-monitoring data for Tier-3 students.</p> <p>Each department is supported by an ILT team member and departments share experts (math, reading).</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers receive a full-time coach who visits once a week and they receive additional coaching from assigned staff</p> <p>Teachers design personal professional development plans annually and seek activities/mentors in/out of school</p> <p>After each classroom observation, teachers receive feedback regarding strengths and weaknesses. Support is offered in the form of team teaching, modeling, peer coaching.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Teachers plan rigorous lessons aligned with CCSS/state standards. The plan consists on keeping awareness of the college experience through the physical environment, career exploration, academic enrichment across all content areas.</p> <p>Students are elected to student council as officers and representatives.</p> <p>Extended-day activities are offered based on student interest/needs.</p>	
	Relationships ----->			3
	<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. 	<p>All students come to a staff member that they feel cares about them deeply and supports them with school or home issues.</p> <p>Students with disabilities participate in and win student council, sports teams, competitions.</p> <p>Students with disabilities are integrated in the regular classroom to the maximum extent possible.</p> <p>The African-American experience is studied in literature (informational and fiction), science, and social science, and current events.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The Student Code of Conduct provides the framework for all discipline. Adopted Foundations schoolwide Positive Discipline Policies.</p> <p>Teachers trained on Champs, classroom management program, and developed a classroom management plan that they submit and implement throughout the year.</p> <p>Students receive awards for positive behavior.</p> <p>Established rules for playground, entrance/exit, lunchroom, hallways.</p> <p>Students receive counseling for first violation in an attempt to curb negative behavior.</p>	

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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. 	<p>Families receive school handbook, current school performance information via handout and website.</p> <p>All performance information is reiterated and presented at monthly Local School Council meetings.</p> <p>Open House Night introduction and expectations.</p> <p>Departmental meeting in which teachers explain and engage parents in expectation/activities similar to what students are expected to accomplish.</p> <p>8th Grade parent nights are designed to inform parents of options for students (for high school) and provide support throughout the process.</p>	
	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. 	<p>School website, individual teacher pages, bi-weekly news letters (expectations for week), Parent Portal, parent-teacher conferences, PAC home-school partnership purchases resources and materials to use at home, parent survey (snapshot of student).</p>	
Bonding ----->			3	
	<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. 	<p>Parents are welcome to visit at all times, principal has open-door policy, phone calls are returned.</p> <p>The principal works with the Local School Council and Parent Advisory Committee to engage parents in decision-making process volunteers.</p> <p>Parents attend sporting events, assemblies, math/science night, literacy.</p>	

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
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	Child Find - school perform assessments for non-attending at-risk students. School connect families with social service agencies (Universal Family Connection) for social/emotion/academic supports	
	College & Career Exploration and election ----->			4
	<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. 	Banners throughout the hallways representing various colleges College campus tours "Cost of college" math project "Wear Your College" Fridays Career Days	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Students take the Explore exam in 8th grade, Algebra course is offered in 8th grade, banners are throughout the school halls highlighting various colleges, eighth grade students complete the NCTM Postsecondary Interest survey, the curriculum promotes instruction that addresses the three primary domains of human growth and development: academic rigor, career and personal/social. Saturday classes at a local university to advance students in preparation for honors and AP courses in high school. Portfolio planning, interest inventories, develop skills, locate, evaluate and interpret career information, learn how to interact in groups to complete tasks are part of the curriculum.		
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. 	High school Algebra offered Enrichment in literature, Science, social science Student Council Provide info to parents regarding weekend college programs for		

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
DIMENSIO	College & Career Assessments ----->			4
	<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. 	Explore, NCTM Postsecondary Interest Survey, What's Next Illinois, College tours	
	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. 		
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Parents receive curricular expectations for 1st grade, 3rd, 6th, 8th, Freshman Connection, AVID.	

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. 	<p>Positions are funded to meet needs identified through data analysis. The school has partnerships with Universal Family Connections, Alpha Phi Alpha Fraternity.</p> <p>Discretionary funding is spent on replacing materials and suppliments. Priority is given to reading and math materials. Staff actively seeks grants to supplement materials. Discretionary resources is also used for science PD.</p>		
	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. 	<p>New applicants are interviewed by the principal, assistant principal and members of the ILT on more than one occasion. If during the year, applicants are asked to initially substitute in the proposed classroom to determine compatibility.</p> <p>Teachers are placed in positions in which they are highly qualified. Student teachers are hired.</p>			
Use of Time ----->				3	
<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. 	<p>Ancillary classes in the morning for middle grade students. There is common planning time for regular ed and special ed teachers at grade level.</p> <p>Primary students receive structured interventions for 30 minutes daily.</p>			

Date Stamp November 22, 2012



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

At Carroll/Rosenwald School students are immersed in academic discourse, hands-on learning, and research daily through differentiated, rigorous instruction that is problem- and project-based. Mutual respect and tolerance provides a supportive background to enrich the experience. Teachers regularly hone their skills and parents provide support at home and in school to ensure that every student succeeds in preparation for global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver a rigorous curriculum, incorporating literacy across content areas, aligned with Common Core State Standards (CCSS) through the use of more nonfiction and higher-leveled text and questioning practices.	We have a need to implement a rigorous literacy curriculum as we have below 56.5% meeting growth targets in literacy for 6th-8th grades and below 48% in 3rd-5th grades.
2	Teachers will deliver a rigorous math curriculum, incorporating the mathematical practices in CCSS supported by cross-curricular units.	Our need to implement a rigorous math curriculum stems from less than 61.7% of 3rd-5th grade students and 54.9% of 6th-8th grades students are making growth targets.
3	We will provide reading and mathematics interventions to students flagged on beginning of year screeners and monitor progress.	By improving our interventions, especially in the middle grades, we will ensure all students are able to grow in reading and math proficiency.
4	We will intentionally engage parents in the teaching and learning process.	Through collaboration, parents and staff will identify students' academic and social-emotion needs and develop a curriculum that targets those needs.
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 deliver a rigorous curriculum, incorporating literacy across content areas, aligned with Common Core State Standards (CCSS) through the use of more nonfiction and higher-leveled text and questioning practices.	We have a need to implement a rigorous literacy curriculum as we have below 56.5% meeting growth targets in literacy for 6th-8th grades and below 48% in 3rd-5th grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom, conduct an audit of existing texts aligned to CCSS and invest in supplemental nonfiction texts.	Instructional Materials	All	ILT	On-going	Summer 2012		
All students are enrolled and utilizing current technology resources. Teachers use those same resources regularly.	Equipment/Technology	All	Teachers	On-going	On-going		
Align professional development for implementing common core literacy instruction delivered by teacher leaders to each grade band.	ILT/ Teacher Teams	All	ILT/Teachers	On-going	On-going		
Create cross-curricular units of study for each grade level including anchor texts and supplementary texts.	Instruction	All	Teachers	Summer 2012	On-going		
Curriculum workshops will be held August 22nd (primary parents), and August 23rd (intermediate & upper parents).	Parental Involvement	All	All Staff	Quarter 1	Quarter 1		
Collaborate to develop performance assessments, formative and summative, and rubrics.	Professional Development	All	Teachers	On-going	On-going		
Students are identified through assessments and universal screeners for extended opportunities.	After School/ Extended Day	All	ASAS Coordinator, counselor, teachers	Quarter 1	On-going		
All teachers are trained on using a Starboard with instruction.	Professional Development	All	Administration	Quarter 1	Quarter 1		



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
Teachers will deliver a rigorous math curriculum, incorporating the mathematical practices in CCSS supported by cross-curricular units.	Our need to implement a rigorous math curriculum stems from less than 61.7% of 3rd-5th grade students and 54.9% of 6th-8th grades students are making growth targets.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use of technology to remediate and enrich students' needs.	Equipment/ Technology	Other student group	Teachers	Quarter 1	On-going		
Teachers are implementing created CCSS units of study, conducted teacher observation, assessments - universal screeners (NWEA, DIBELS, mClass), differentiated (Study Island), teacher created	Instruction	All	ILT/Teachers	On-going	On-going		
Each classroom has a range of supplemental learning materials aligned with CCSS	Instructional Materials	All	Administration	On-going	On-going		
All teachers train on CCSS unit planning, Star board training completed, selection and utilization of all materials.	Professional Development	All	Administration, ILT, teachers	Summer 2012	On-going		
	Staffing						
Students are identified through assessments and universal screeners for extended opportunities.	After School/ Extended Day	All	Teachers	On-going	On-going		
Algebra is offered to 20% of eighth grade students. Align after school with CCSS.	After School/ Extended Day	Other student group	Algebra Teacher	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
We will provide reading and mathematics interventions to students flagged on beginning of year screeners and monitor progress.	By improving our interventions, especially in the middle grades, we will ensure all students are able to grow in reading and math proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
We use FASTT Math to address students computation fluency deficits.	Equipment/ Technology	Other student group	Teachers	Quarter 1	Quarter 4		
Teachers use BURST to address primary students' reading goals.	Equipment/ Technology	Other student group	Teachers	Quarter 1	Quarter 4		
Teachers trained on prevention and intervention programs and/or materials, progress monitoring. Teacher data binders show planning, implementation, results.	Professional Development	All	Administration/ ILT	On-going	On-going		
Rtl schedule set	Instruction						
Students are identified through assessments and universal screeners for extended opportunities.	After School/ Extended Day	All	Teachers	On-going	On-going		
Teachers use Accelerated Reader and Study Island to address students' instructional level.	Equipment/ Technology	All	Teachers	Quarter 1	Quarter 4		



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description

We will intentionally engage parents in the teaching and learning process.

Rationale

Through collaboration, parents and staff will identify students' academic and social-emotion needs and develop a curriculum that targets those needs.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Website up and running	Equipment/ Technology	All	ILT	Quarter 1	On-going	On-Track	
Parent training schedule approved by PAC/LSC	LSC/ PAC/ PTA	All	PAC	Quarter 2	Quarter 1	On-Track	
Parent activity calendar set	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 1	On-Track	
Rotating parent volunteer pool	ILT/ Teacher Teams	All	Teacher Teams	On-going	On-going	On-Track	

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