



2012-2014 Continuous Improvement Work Plan

Ira F Aldridge Elementary School

Lake Calumet Elementary Network

630 E 131st St Chicago, IL 60827

ISBE ID: 150162990252054

School ID: 609848

Oracle ID: 22641



Mission Statement

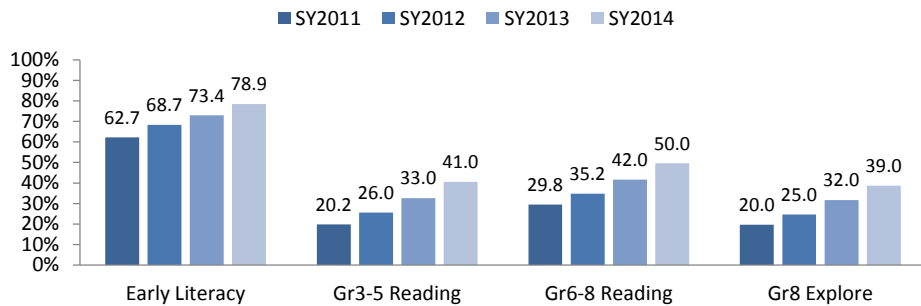
Our mission at Aldridge is to provide a school environment that supports a strong quality instructional program, whereas data is utilized to implement collaborative professional development to support an effective learning community. To ensure that all students have structure and authentic learning experiences in all subjects. To form partnerships with teachers, students, retired teachers, universities and the broader community which will aid in the process of further improving academic instruction in the core subjects areas of reading, math, science social science ,integration of technology and the RTI (Response to Intervention) monitoring tool. These partnerships will empower our students to compete successfully in global society of the 21 century.

Strategic Priorities

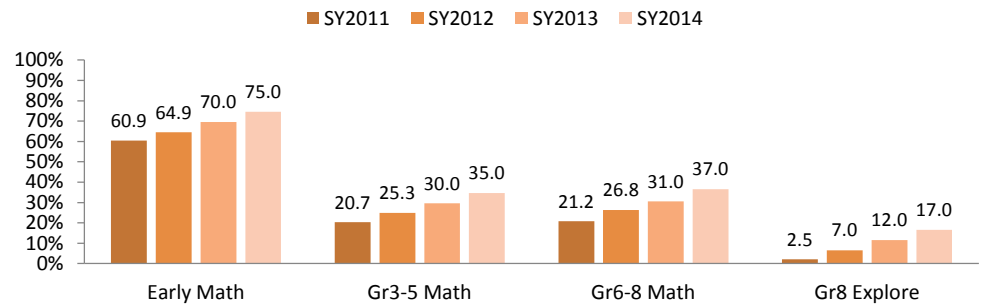
1. Improve school-wide literature through the use of techniques and variety of literary works; namely nonfiction.
2. Implement school wide instructional strategies to improve mathematic skills,specificlly measurement.
3. Improve school-wide attendance by implementing programs and strategies
4. To improve upon implementation of instructional strategies, that will improve school-wide academics.

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:	Ira F Aldridge 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
Deborah Jackson	Principal
Robert Cain	Assistant Principal
Renee Butala	Classroom Teacher
Rodney Weems	Special Education Faculty
Frederick Baker	Support Staff
Lashanda McCullough	LSC Member
Vanessa Patterson	Counselor/Case Manager



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	62.7	68.7	73.4	78.9		Early Math % of students at Benchmark on mClass	60.9	64.9	70.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.2	26.0	33.0	41.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	20.7	25.3	30.0	35.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.7	51.7	57.3	64.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	40.9	45.1	50.0	55.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.8	35.2	42.0	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	21.2	26.8	31.0	37.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.2	66.8	73.0	79.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	37.4	42.6	47.0	52.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	20.0	25.0	32.0	39.0		Explore - Math % of students at college readiness benchmark	2.5	7.0	12.0	17.0



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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	92.9	95.0	97.9	98.9					
					Misconducts Rate of Misconducts (any) per 100	49.0	45.0	40.0	35.0

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	67.1	69.9	75.1	80.0		ISAT - Reading % of students exceeding state standards	7.2	9.8	11.0	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	60.9	68.1	74.3	80.0		ISAT - Mathematics % of students exceeding state standards	7.7	9.2	11.0	15.5
ISAT - Science % of students meeting or exceeding state standards	57.6	63.4	68.0	72.0		ISAT - Science % of students exceeding state standards	1.7	2.2	3.0	5.0

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 ----->			1
	<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>Although we have many competing priorities, strict monitoring of DIBELS, Scantron Performance Assessment Data and Slosson Oral reading Assessment, will help us narrow the achievement gap and aim at making incremental growth in all grade levels.</p>	
	Principal Leadership ----->			2
	<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>Professional learning is organized through whole staff development. Evidence can be found in the unit plans, lesson plans, teachers modeling instructional lessons to other teachers. Walk throughs are frequent, to observe classroom instruction and how the teacher has integrated instructional best practices.</p> <p>A system has been created to empower families and the community. Evidence can be seen at LSC meetings, PAC meetings, Parent volunteer programs, Open house and a community informational bulletin board that display jobs, classes and community meetings. A room is available to accommodate parents that need to use the computer and the printer.</p>	

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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 	<p>Due to a small staff size, each teacher has invested in the success of the school through some form of leadership. Evidence is as follows: ILT membership, grade Team leaders, Family liaison, CIWP team, union representative, grant writers. Evidence of leadership in instruction can be found in teachers who have obtained their National Board Certification, which will empower teachers to share learning about effective practice from Professional development and other class experiences. Hopefully all teachers will become nationally board certified.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			1
<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>Evidence of an effective ILT is not present at Aldridge. Although the ILT represents most grade levels including areas of expertise, organize some whole staff professional development activities and engage in change to practice in response to voiced concerns of the staff, the ILT is weak in leading the work of improving teaching and learning school-wide. The ILT is also weak in analyzing student test data . We are in the process of making sure the ILT has a stronger voice school-wide. We will facilitate two-way communication and make sure the ILT is engaged in all decision-making.</p>	
Monitoring and adjusting ----->			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>We have a systematic approach to analyzing data. Our protocol is as follows: After receiving the data, it is desegregated analyzed and distributed to staff members at staff meetings. It is discussed and further analyzed in cycle , grade level meetings and individual classrooms. Teachers are then asked to make adjustments to the grouping of their students and adjust their instructional focus or change their instructional practices.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<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>Aldridge has only one class per grade. Each teacher develops her/his own units of instruction. Although; textbooks used exposes students to heavily focused fiction, we have purchased non fiction literacy to expose students to instruction that is grade- appropriate complexity. At Aldridge, students with disabilities are able to gain core content knowledge and skills also.</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>The current instructional materials are aligned with common core standards. A variety of supplemental materials are available to support differentiated instruction among all students. They are also supportive of students with disabilities.</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>Teachers have access to Scantron performance Series Assessment, DIBELS, ISAT, Slosson assessment data and teacher weekly formative assessment data to monitor student progress. Students with disabilities; IEPs are created to ensure their needs are met, and their accommodations and modifications are appropriate and academic learning is evident.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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. 	<p>Each teacher is required to post the objective for the day on the board.. Every classroom has a large display of blooms taxonomy, which is used to promote higher order thinking skills for all students. . Teachers use unit assessments, weekly assessments and student projects to monitor progress. Students sit in groups therefore working together ensures struggling students as well as students with disabilities are focused and engaged in learning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	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. 	<p>All students are given the Slosson Oral Reading Assessment at the beginning of the school year to identify students in need of academic intervention. There is a Read 180 lab in place to support at-risk students. All first and second grade students participate in the Funnix program which differentiates teaching students phonics. This program is administered by a state certified retired reading specialist. The use of this program has yielded a higher success rate on the Slosson oral Reading Assessment as well as on second grade Scantron data when compared to the previous groups respectively. Additional outside school support is administered by a group called By The Hands Club for Kids.</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>Whole staff professional development is aligned to school's priorities and relevant to teachers. Professional development occurs weekly. An agenda and sign in sheet is always available to monitor teachers. Walk throughs are the methods used to monitor the effectiveness of professional development. Teachers show evidence of knowledge by modeling lessons to teachers at professional development meetings. Teachers are also encouraged to visit other teachers rooms and observe a lesson being taught, and collaborating with that teacher for input and suggestions.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<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>Teachers meet regularly but it is focused on a mix of activities most of the time. According to the cycle teams logs that are turned in to the administration weekly. Teachers meet every quarter with outside services provided by By The Hand Club for Kids to discuss progress and monitoring data for students receiving intervention. They also have an on-going relationship with the counselor. The cycle teams consist of a special education teacher at every cycle. The cycle logs indicate the team leader is leading the meetings and supporting the teachers.</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 are provided with effective support by staff and administration. Teachers come together to help make sure the physical environment of the classroom is conducive to learning. Teachers use their prep time to help the new teacher in protocol and procedures. All walk throughs are documented and notes are taken to ensure immediate quality feedback that supports teacher's individual growth. During quality feedback to teachers, visitation to other classrooms is always recommended as a form of coaching. Evidence can be seen in the administration's walk through and observation notes</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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>We have a bulletin board entitled, ARE YOU GOING MY WAY COLLEGE READINESS. It has banners from over twenty colleges displayed on a wall stand. Students can see all the colleges at their discretion . Another board is entitled career readiness. Students will make their own banner depicting their career choice and why. We are in the early stage of collaborating with an expert team on college tours and college students visitng Aldridge and talking to the students about career choices and college life.</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 have advocates they can go to for support instructionally, emotionally and mentally. The school counselor has started a pull-out program that addresses the issues of grief, family issues and peer pressure. The administration has formed a positive bond with students that need to voice their opinion in a positive manner. They know there is an open door policy whenever they need to talk to us. All classroom's physical environment reflects the culture and home value of the students, and they have expressed that they are comfortable in their educational surroundings.</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>There is a systematic approach to discipline at Aldridge. We have implemented an in-house detention program, which is an alternative to suspension. Every classroom has classroom expectations with consequences and rewards for all students. There are bell schedules and walking in a straight line on one side of the hall established to help maintain a safe and welcoming school enviroment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			1
	<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>All parents have been given their child's portal access. Although directions may go home and information has been disseminated, parents have not been formally trained on how to assess or use the information.</p>	
	Ongoing communication ----->			3
	<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>Parents are encouraged to come to the school or phone for any information they may need. Aldridge has an open door policy for parents and community. Teacher communicate with parents on a daily basis via phone, home visits or school conferences before and after school. Every student receives a school notebook that list all the rules and regulations of the school. it also states how parents can support their child at home. The student is able to write down</p>	
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. 	<p>Our school has established a non-threatening welcoming environment. There is an open door policy. Parent are always at the school. They are allowed to look through the window of the classroom to see what their child is doing without disturbing the students' instruction. They are allowed to pickup and drop off students and obtain an early dismissal at anytime. We have parents that volunteer to help teachers in the classroom. parents are welcome to attend our Science Fair, plays and talent shows. they also help us with birthday parties and school dances after school</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. 	<p>School staff conducts home visits when parents have challenges. Aldridge partners with UCAN ,a social service agency that assist families in need of specialized support.</p>	
	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. 	<p>We are starting the implementation of partnering with Turner Kelly and Associates. They will provide us with trips to nearby colleges and students will get to talk with college students who will visit the school. Also people with careers will talk with the students about their career and making positive career choices.</p>	
Academic Planning ----->			1	
<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. 	<p>At this point, the school has not implemented support for student planning, preparation in their college and career.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	<p>Aldridge participates in the CPS sports program; Basketball as an extracurricular program. The school also partners with a social program after school for enrichment by the hand club for kids.</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
DIMENSIO	College & Career Assessments ----->			1
	<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. 	<p>Students do not participate in college and career ready assessments.</p>	
	College & Career Admissions and Affordability ----->			1
	<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. 	<p>NA</p>	
Transitions ----->			1	
	<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. 	<p>All assessments are given to the Kindergarten teacher from the preschool teacher. There is on-going collaboration between the two teachers. Parents receive key grades , test scores , physical, and school records for each benchmark grade.</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
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<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>The school purchases text books, supplies and materials from discretionary funds to enhance student learning. At this time the school is courting a college and career readiness program, that will give students in grades six through eight readiness support, information and opportunities.</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>There is a three step interviewing process. Candidates are verbally interviewed by the interviewing team. Teachers and LSC members are part of the team. This gives us an idea of their knowledge and expertise in the field they are interviewing for. Candidates are given a walk through of the school. They get to meet the students and staff and get a first hand view of every day activities. Lastly, the candidates are asked to come back to the school to demonstrate a lesson to see if they fit into our school vision and do they demonstrate a commitment to the school and students.</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>Our right-fit schedule includes one hour of instructional time in the major core subjects. Teachers are able to collaborate during their aligned prep periods. Primary preps are the same time, intermediate preps are the same time, and upper grade preps are the same time. Struggling students attend READ 180, Funnix and Reading intervention lab based on students needs.</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

Our mission at Aldridge is to provide a school environment that supports a strong quality instructional program, whereas data is utilized to implement collaborative professional development to support an effective learning community. To ensure that all students have structure and authentic learning experiences in all subjects. To form partnerships with teachers, students, retired teachers, universities and the broader community which will aid in the process of further improving academic instruction in the core subjects areas of reading, math, science social science ,inergration of technology and the RTI (Response to Intervention) monitoring tool. These partnerships will empower our students to compete successfully in global society of the 21 century.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve school-wide literature through the use of techniques and variety of literary works; namely nonfiction.	At Aldridge, literature is below meet growth target. By improving our approach to teaching literature, we will ensure all students are able to grow in reading proficiency.
2	Implement school wide instructional strategies to improve mathematic skills,specificlly measurement.	A large percentage of students are not meeting or exceeding at college readiness benchmark in math; therefore we have a need to improve our approach to teaching math by promoting a variety of instructional strategies
3	Improve school-wide attendance by implementing programs and strategies	Our attendance rate is 92.7%. We have a need to implement a rigorous attendant plan . Our goal is to reach 96% and above.
4	To improve upon implementation of instructional strategies, that will improve school-wide academics.	We are below meeting growth target in literacy, math and science. By improving our school -wide instructional strategies, we are contributing to student's learning and academic growth.
5	Optional	



Strategic Priority 1



Strategic Priority 2



Strategic Priority 4

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