



2012-2014 Continuous Improvement Work Plan

Horace Greeley Elementary School

Ravenswood-Ridge Elementary Network

832 W Sheridan Rd Chicago, IL 60613

ISBE ID: 150162990252227

School ID: 609850

Oracle ID: 22661



Mission Statement

Greeley School will provide an excellent education that encompasses high expectations in all academic areas including the Fine Arts and World Languages. We will provide a student-centered learning environment that emphasizes research based instructional strategies and data driven decision making. We will build partnerships between the school and community and continue to provide a high quality instructional program for all our students as we prepare them for college and career readiness.

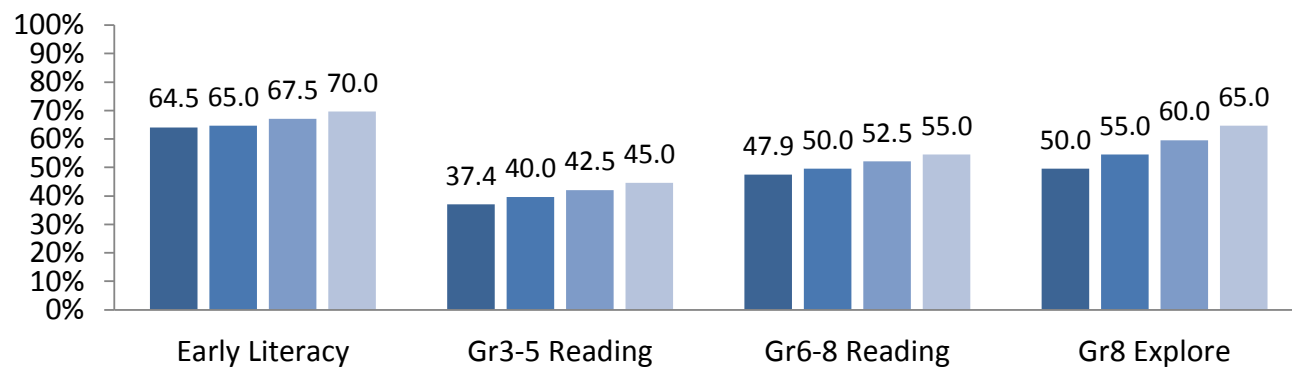
Strategic Priorities

1. Improve achievement of all students in Reading by taking a differentiated approach to grade cycle literacy instruction, including supplemental arts integrated programs and World Language program, and by implementing a school wide reading RTI process with the aim of giving all students what they need to be adequately
2. Improve achievement of all students in mathematics by taking a differentiated approach to math instruction and developing a school wide math RTI process with the aim of giving all students what they need to be adequately prepared for college and career readiness.
3. Improve second language acquisition, cultural awareness and appreciation of other cultures among all our students through World and Heritage language programs.
4. Support the implementation and coordination of instructional programs by allocating support staff positions.

School Performance Goals

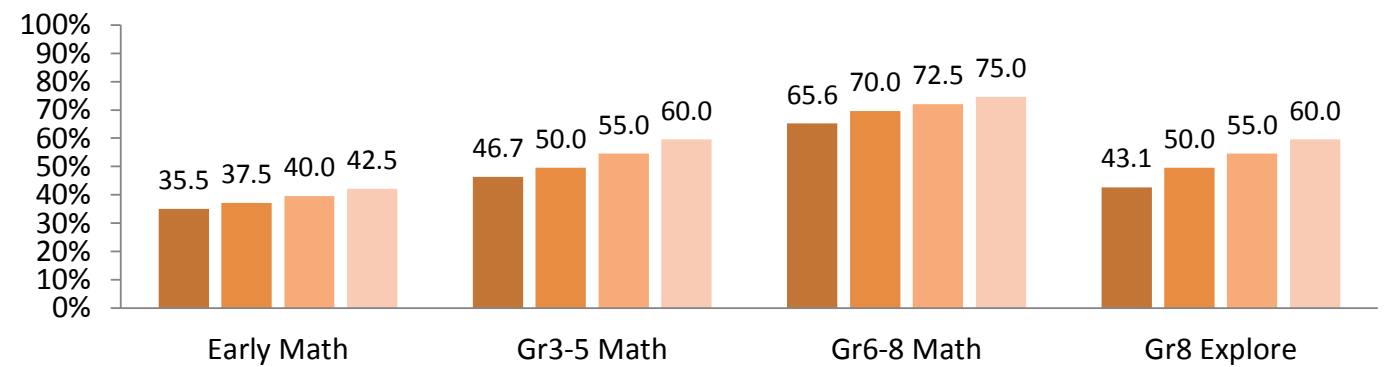
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Horace Greeley 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
Carlos G. Azcoitia	Principal
Tomas Reyes	Assistant Principal
Patricia Benjamin	Lead/ Resource Teacher
Sonia Ramos	Lead/ Resource Teacher
Lisa Lofton	Counselor/Case Manager
Karen Roberts	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	64.5	65.0	67.5	70.0		Early Math % of students at Benchmark on mClass	35.5	37.5	40.0	42.5
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.4	40.0	42.5	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.7	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.8	55.0	57.5	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.8	60.0	62.5	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.9	50.0	52.5	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	65.6	70.0	72.5	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.7	52.5	55.0	57.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.1	60.0	62.5	65.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	50.0	55.0	60.0	65.0		Explore - Math % of students at college readiness benchmark	43.1	50.0	55.0	60.0



Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.9	96.3	96.5	96.8					
					Misconducts Rate of Misconducts (any) per 100	6.0	5.5	5.0	4.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	77.4	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	16.3	20.0	22.5	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	90.1	92.0	94.0	96.0		ISAT - Mathematics % of students exceeding state standards	26.9	30.0	32.5	35.0
ISAT - Science % of students meeting or exceeding state standards	86.7	88.0	89.0	90.0		ISAT - Science % of students exceeding state standards	17.1	18.5	20.0	21.5

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>Greeley School has a clear theory of action that is being implemented developmentally. Our TOA states "If we ensure that we utilize a data driven process to form intervention groups and maintain a differentiated standards based approach to instruction then our students will have the necessary tools to be successful in all content areas and will be better prepared for college and career readiness standards." The goals set forth in our TOA recognize that students are at different levels of learning and readiness and ensures ALL students receive what they need to be successful.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>School is organized into grade level data teams that function to look at data and make instructional decisions that impact student growth. Progress monitoring and program evaluation are on-going topics of data team conversations. Since we are in a developmental process, we are working toward school-wide model of implementation.</p> <p>TOA focuses on differentiated practices as a focus to ensure that ALL students receive what they need during the core instructional block. The principal is working with some classroom teachers and grade levels to set goals for implementation of differentiated instructional groups. This will continue in expansion as a more targeted and consistent collaborative structure is in place for the full school day.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>Structures in place for important leadership decision allow for a core group of teacher to have voice/input. All teachers are engaged on a RTI team or a Data team. Leadership on those teams need to develop into a shared responsibility.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT in place is a reflection of some grade levels and includes critical areas of expertise. However, the ILT focuses heavily on day-to-day concerns or special events and calendar issues.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>All the data teams have set goals for the year and look at a variety of data sources at each meeting to make grade level instructional decisions. All decisions are documented on the instructional planning forms and reflect common implementation of the core curriculum. The IPF's are flexible documents that capture the curriculum and instructional plan for the grade level.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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. 	Currently, curriculum maps based on the Illinois Learning Standards and text book scope and sequence determine the instructional core plan. Greeley has not begun to transition to the CCSS yet. Daily/Weekly lesson plans include accomodations and modifcations to plans needed to include ELLs and SWDs into the general core curriculum.	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Each grade level team has sufficient instructional materials for the core instructional program for all their students. Materials also include supplemental and support materials for different lanuage and learning needs.	
<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>District wide assessment data is readily available for teachers to use for instructional planning and grouping structures. The data teams utilize an assessment hierarchy with specific assessments for a variety of purposes. The purposes for assessment that our data teams use fluently are universal screening, progress monitoring, diagnostic assessments and program evaluation assessments. These include Dibels, TRC, Mclass, Weekly Tests, Theme Tests, Teacher created assessments, RCBM's, Scantron, BRI's, ISATs. The needs of SWDs and ELLs are considered and appropriate accommodations and modifications are implemented to better capture the student learning ALL students.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers are expected to do the following through lesson planning and execution process: 1) Develop clear standards-based instructional objectives that communicate what the students will learn. 2) Develop a range of questions that span from basic student comprehension to higher levels of cognitive complexity. 3) Provide opportunities for student processing and feedback. 4) Differentiate instruction for a wide range of abilities. 5) Clear formative assessment structures designed to inform future instructional practice.</p> <p>Teachers are expected to communicate these practices through a variety of means: 1) Orally and in writing to students. 2) In lesson plans. 3) On pre-observation forms. 4) During formal and informal observations.</p> <p>Local school criteria clarifies these expectations for teachers in a coherent manner.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>Greeley is in a developmental phase of implementing a school wide RTI process geared to giving all students what they need while on the track to college and career readiness. All staff are organized around data based decision making teams that analyze a variety of data sources, make decisions that guide instructional priorities, set goals, form intervention groups, decide on appropriate interventions for each group, and work interdependantly to deliver interventions to students during the intervention block.</p>	
Professional Learning	Whole staff professional development ----->			2
	<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 differentiated based on unique grade band needs. We are currently lacking a formalized structure to monitor the effectiveness of PD provided.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers meet every six weeks in their data teams to discuss data analysis and discuss curriculum and instruction. Mutual ownership for results is stressed while teachers collaborate around data and student needs.</p> <p>Currently, we lack a consistent weekly grade level team meeting.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Literacy Coach and Assistant Principal are both involved in coaching new teachers as well as teachers in need of additional support.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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>Expecations for college and career readiness are reinforced with some students or by some teachers.</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>Interactions between students and teachers as well as among students are characterized by respect and acceptance. Student home language and culture are valued and become part of the authentic learning experience.</p>	
Behavior& Safety ----->			2	
	<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>At our school, we have a common set of expectations called the Greeley School Responsibilities. We also have a buddy system and an office discipline referral system in place to deal with violations of behavioral norms in the classroom and school. The Principal and Assistant Principal works with all teachers in implementing and maintaing the school safety plan.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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>During our Open House in the beginning of the year all teachers communicate with parents a general overview of the curriculum and expectations for the year.</p> <p>School provides detailed information and supports for families who have students transitioning from preK and 8th grade.</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>Communication with parents occurs at report card pick up and open house. Teachers are required to communicate behavior and academic concerns with parents as well. The Greeley Community Group, PTO, PAC and BAC are other venues for communication with parents. In addition, we also use newsletters, parent memo's and school website for communication purposes. Principal and AP both maintain an open door policy to communicate with parents re:</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>School provides opportunities for parent engagement and parent leadership via various advisory committees and the Greeley Community Group. The Principal and various staff members are engaged in working with parents on the goals and initiatives of the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Greeley partners with C4 to be able to provide individual and family therapy to students and families in need of intensive supports. These services are provided on site at the school before, during and after school as well as at the agency.</p>	
	College & Career Exploration and election ----->			2
	<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>Greeley has not provided much information about college and career choices in an intentional way. We discuss with students college and career choices with Explorer and when studying various careers in class instruction.</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. 	n/a		
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. 	<p>As a Community School, Greeley offers an extensive listing of after school courses and opportunities for students to enhance skills and talents as well as provide enrichment and remedial curricular support. The offerings extend to 1st through 8th grade students.</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	College & Career Assessments ----->			2
	<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. 	Greeley administers the Explorer assessments to all 8th grade students and uses information provided to help guide students to develop goals and aspirations for college and career.	
	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. 	n/a	
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. 	High levels of support are offered to children and families when transitioning to K and 8th grade. Parent meetings for information sharing and q & are scheduled for both groups. Individualized meetings for consulting are provided as needed.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<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>Discretionary spending is mostly connected to school improvement priorities.</p> <p>Greeley school leadership is actively involved in searching for and acquiring additional resources through grants and other means to meet its programming needs.</p>	
	Building a Team ----->			3
	<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>Hiring needs are identified based upon the school need and focus areas.</p> <p>If possible, potential future staff are recruited through university partnerships and internships.</p> <p>All potential staff are interviewed by a team of people from the ILT and/or grade level/content specialists. If they pass the first interview they are invited to teach a demonstration lesson. If they pass the demonstration lesson they are invited for a third interview before being offered a position for employment. Through this process we seek to hire and retain high quality candidates.</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>As a first priority, school schedule is designed around the ability to provide flexible intervention/enrichment blocks for all students to maximize differentiation.</p> <p>Schedule is further designed around the allocation of time recommended for content area instruction. School-wide growth goals are taken into account in the process.</p>	

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

Greeley School will provide an excellent education that encompasses high expectations in all academic areas including the Fine Arts and World Languages. We will provide a student-centered learning environment that emphasizes research based instructional strategies and data driven decision making. We will build partnerships between the school and community and continue to provide a high quality instructional program for all our students as we prepare them for college and career readiness.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve achievement of all students in Reading by taking a differentiated approach to grade cycle literacy instruction, including supplemental arts integrated programs and World Language program, and by implementing a school wide reading RTI process with the aim of giving all students what they need to be adequately prepared for college and career readiness.	Based upon the analysis of ISAT, Scantron and local assessment data, reading proficiency is a relative area of weakness for us. Two targets for improvement are effectively meeting the needs of ELLs and SWDs as well as increasing the % of students who score at the exceeds proficiency band. By implementing the Common Core literacy standards, literacy standards for informational text (technical subjects), literacy integrated arts residencies, and a school wide literacy RTI process our goals will be met.
2	Improve achievement of all students in mathematics by taking a differentiated approach to math instruction and developing a school wide math RTI process with the aim of giving all students what they need to be adequately prepared for college and career readiness.	Based upon analysis of ISAT, Scantron and local assessment data, math proficiency continues to be a need for targeted improvement. From an accountability perspective, it is our relative are of strength with 93% of our students at the meets or exceeds level. However, we continue to need to focus on the development of our SWDs as well increasing the % of students who score at the exceeds proficiency band. By implementing the Common Core math standards and a school wide math RTI process our goals will be met.
3	Improve second language acquisition, cultural awareness and appreciation of other cultures among all our students through World and Heritage language programs.	As a World Language school, all of our students are engaged in learning Spanish as a Second Language or receive additional native language instruction through our Heritage Language program. Through pre/post assessments and/or portfolio assessments all students will develop in their use and knowledge of Spanish language and culture.

4	Support the implementation and coordination of instructional programs by allocating support staff positions.	The myriad of programs implemented require support staff to ensure coordination and implementation. This includes but is not limited to data management, interventionist, clerical, event planning, after school coordination, inventory control specialist, transportation, purchasing, payroll, communications and parent engagement.
5		

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
Improve achievement of all students in Reading by taking a differentiated approach to grade cycle literacy instruction, including supplemental arts integrated programs and World Language program, and by implementing a school wide reading RTI process with the aim of giving all students what they need to be adequately prepared for college and career readiness.	Based upon the analysis of ISAT, Scantron and local assessment data, reading proficiency is a relative area of weakness for us. Two targets for improvement are effectively meeting the needs of ELLs and SWDs as well as increasing the % of students who score at the exceeds proficiency band. By implementing the Common Core literacy standards, literacy standards for informational text (technical subjects), literacy integrated arts

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Acquire and implement standards based grade level aligned reading core and supplemental curriculum to ensure that the % of students meeting and exceeding national norms on assessments increase by 2.5 % from prior year in the assessment years of 2013 and 2014.	Instructional Materials	All	Principal Literacy Coordinat Literacy Teachers	Quarter 1	On-going		Includes: 332 supply line, 115 textbook line
Develop and implement a school wide reading RTI process by the end of 2013.	Instruction	All	Principal Literacy Coordinat All teachers	Quarter 1	On-going		Includes: 332 supply line, 115 textbook line, 115 seminar, fees, subscription (AIMS web)..., 1 discretionary funded teacher position.
Develop and implement a visual arts and dance curriculum integrated with literacy through artist in residence programs with Urban Gateways and Hubbard Street Dance Chicago.	Other	All	Principal Arts Coordinator Teachers	Quarter 1	Quarter 4		Includes: 115 professional and technical services line
Implement technology integrated instructional support program to reinforce curricular skills and assist students in college and career readiness. Includes acquisition and use of Brain Pop, Brain Pop Jr., Brain Pop ESL, Read Live, IXL, On Course Lesson Planning tool, etc. In addition, it includes the expansion to SMART technology and computers in the classrooms.	Equipment/ Technology	All	Principal Technology Co. Teachers Parents	Quarter 1	On-going		Includes: 115 seminar, fees, subscription...line, 115 equipment line, 332 & 225 contractual services line
Reduce class sizes to enable teachers to differentiate for the needs of all learners in a smaller class setting.	Staffing	All	Principal Assistant Principal	On-going	On-going		Includes: 6 discretionary funded teacher positions



Strategic Priority 2

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

Strategic Priority Description	Rationale
Improve achievement of all students in mathematics by taking a differentiated approach to math instruction and developing a school wide math RTI process with the aim of giving all students what they need to be adequately prepared for college and career readiness.	Based upon analysis of ISAT, Scantron and local assessment data, math proficiency continues to be a need for targeted improvement. From an accountability perspective, it is our relative are of strength with 93% of our students at the meets or exceeds level. However, we continue to need to focus on the development of our SWDs as well increasing the % of students who score at the exceeds proficiency band. By implementing the

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Acquire and implement standards based grade level aligned math core curriculum to ensure that the % of students meeting and exceeding national norms on assessments increase by 2.5 % from prior year.	Instructional Materials	All	Principal Assistant Principal Math Teachers	Quarter 1	On-going		Includes: 332 supply line, 115 textbook line
Develop and implement a math RTI process in grades k-4 (2013) and expanding to 5-8 (2014).	Instruction	All	Principal Assistant Principal RTI Coordinator	Quarter 1	On-going		Includes: 332 supply line, 115 textbook line, 115 seminar, fees, subscription (AIMS web)..., 1 discretionary funded teacher position.
Implement technology integrated instructional support program to reinforce curricular skills and assist students in college and career readiness. Includes acquisition and use of Brain Pop, Brain Pop Jr., Brain Pop ESL, IXL, On Course Lesson Planning tool, etc. In addition, it includes the expansion to SMART technology and computers in the classrooms.	Equipment/ Technology	All	Principal Assistant Principal Tech Coordinator Teachers Parents	Quarter 1	On-going		Includes: 115 seminar, fees, subscription...line, 115 equipment line, 332 & 225 contractual services line
Reduce class sizes to enable teachers to better differentiate for the needs of all learners in a smaller class setting.	Staffing	All	Principal Assistant Principal	Quarter 1	On-going		Includes: 6 discretionary funded teacher positions
Offer high school algebra course for high achieving 7th and 8th grade students beginning 2012/2013 school year.	Instruction	Other student group	Principal Math Teacher	Quarter 1	On-going		Includes: 332 supply line, 115 textbook line



Strategic Priority 3



Strategic Priority 4

