



2012-2014 Continuous Improvement Work Plan

Eliza Chappell Elementary School

Ravenswood-Ridge Elementary Network

2135 W Foster Ave Chicago, IL 60625

ISBE ID: 150162990252129

School ID: 609852

Oracle ID: 22681



Mission Statement

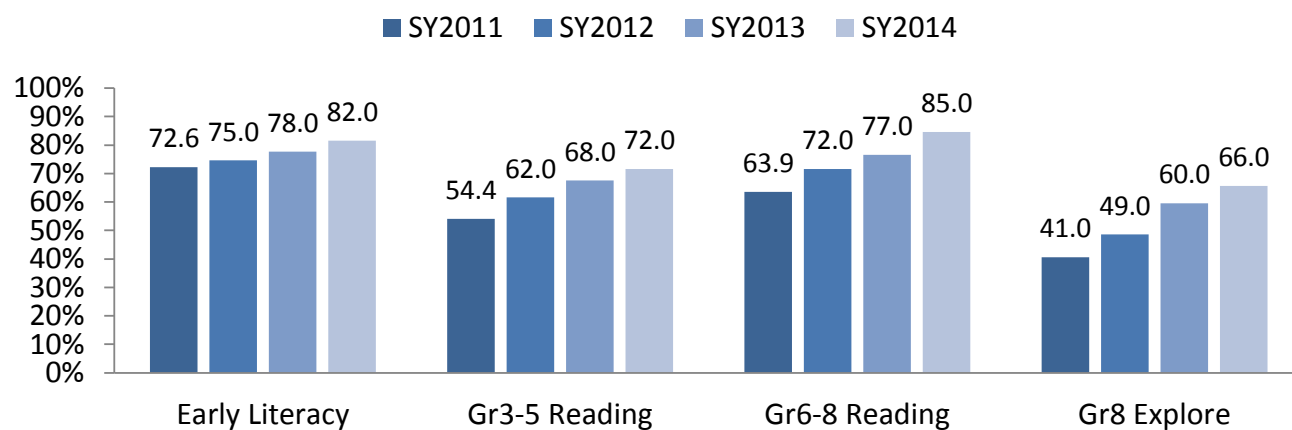
At Eliza Chappell Elementary School, a world language academy, we provide rigorous instruction based on the Common Core State Standards to all students, including English Language Learners and students with special needs. Together, with parents and the community, our mission is to prepare all students to graduate from high school college and career-ready.

Strategic Priorities

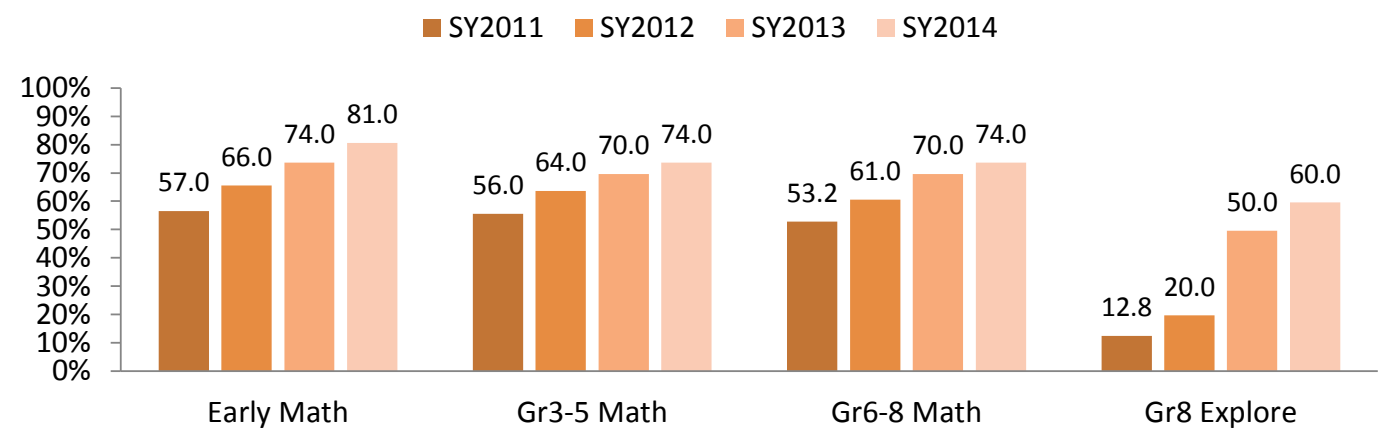
1. Build and maintain a college-going culture and provide early exposure to experiences and information needed for students to make informed decisions about college and future careers.
2. Provide a rigorous approach to instruction and implement Common Core-aligned literacy instruction supported by high-quality, complex reading materials.
3. Provide ongoing enrichment opportunities for students that enhance language development, nurture talents/interests and develop higher-order thinking skills.

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:	Eliza Chappell 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
Joseph Peila	Principal
Elora Hayes	Assistant Principal
Richard VanThuyne	Special Education Faculty
Kate Sucher	Classroom Teacher
Janell Goode	Classroom Teacher
Brandee Tavano	LSC Member
April Butz	LSC Member
Debbie Carrigan	Classroom Teacher
Lisa Pekarek	Special Education Faculty
Brenda Aguirre	Support Staff
Michael Fischer	Parent/ Guardian



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	72.6	75.0	78.0	82.0		Early Math % of students at Benchmark on mClass	57.0	66.0	74.0	81.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.4	62.0	68.0	72.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.0	64.0	70.0	74.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.2	64.0	70.0	74.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.0	75.0	80.0	82.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	63.9	72.0	77.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.2	61.0	70.0	74.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.8	68.0	75.0	81.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.0	68.0	75.0	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	41.0	49.0	60.0	66.0		Explore - Math % of students at college readiness benchmark	12.8	20.0	50.0	60.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	96.0	96.5	96.7					
					Misconducts Rate of Misconducts (any) per 100	2.9	2.9	2.5	2.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	82.8	90.0	91.0	91.0		ISAT - Reading % of students exceeding state standards	17.6	25.0	27.0	29.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.4	90.0	91.0	92.0		ISAT - Mathematics % of students exceeding state standards	19.6	25.0	27.0	29.0
ISAT - Science % of students meeting or exceeding state standards	88.1	99.0	99.0	99.0		ISAT - Science % of students exceeding state standards	15.3	20.0	21.0	23.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Clear, measureable achievement goals were presented at the opening faculty meeting and updated during the year. Individual student performance goals were set/updated after the fall, winter and spring Scantron, DIBELS and mClass assessments. Parent input was solilcited in form of an "Aceleration Contract." 2011 UIC Chicago Consortium survey data reports that 95% of Chappell teachers felt the principal makes clear his expectations for meeting instructional goals. 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> 2011 UIC Chicago Consortium survey data reports 95% of teachers felt principal presses them to implement what is learned during professional development. 88% believe principal communicates clear vision for school and for instruction. School vision has not always consistently focused on college and career-readiness. Principal reaches out to parents in both English and Spanish. Information is communicated regularly through the monthly parent newsletter, NCLB-PAC , BAC-PAC and LSC meetings and Back-to-School Night. The automatic phone calling system is used regularly to communicate with parents. 2011 UIC Chicago Consortium survey data reports that 88% of Chappell parents felt teachers communicate about the school mission. 95% of parents felt the school regularly communicates about how to best help their children learn. 	

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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>Teachers are invested in the success of the school through leadership in many areas, including: ILT membership, RTI and Student Intervention Team (SIT), Social Committee, PBIS Team, CWIP Team, Donors Choose Grant Writing Team, Book Study Teams, Literacy Team (Burley Institute, Boundless Readers). Teachers often lead PD sessions to share what they have learned at workshops. Teachers share leadership in book discussion groups and choosing professional development activities.</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 has primary, intermediate, upper, bilingual, spec education/counseling and administrative representation. The ILT has developed a theory of action and presented this to the staff.</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>The school analyzes performance data on an on-going basis. ISAT analysis begins when the reports are made available and then again at opening faculty meetings with the entire staff. Students are recommended for SIT /RTI groups and curricular decisions are made based on this data. We then work as a school, in grade level teams and individually to make adjustments to lessons and provide targeted support for individuals using ISAT, Scantron, DIBELS and mClass Math data.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Curricular pacing and scope/sequence is most often determined in math, science, social studies by the pacing in the teaching materials. These may be adjusted to accommodate testing schedules (to make sure certain topics are covered in time for ISAT). Each teacher aligns lesson plans to standards. Literacy instruction is based upon a workshop approach and is standards and best practices-driven. Students are matched to the appropriate text complexity and provided opportunities to read many genres, including those outlined in the CCSS. Comprehension strategies, writing workshop schedules and spelling assessments are scheduled building-wide. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level has appropriate grade-level materials. Leveled texts of many genres are available in our bookroom and form the basis of our reading program, but we will need to purchase additional bookroom, classroom library and school library materials to support the CCSS requirements. We have purchased rights to computer-based curricular materials (Study Island Math, Dimension U and Reading A-Z). All of our core curricular materials are available in Spanish. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • We analyze performance data as soon as it is available. • Data is analyzed by the whole school, grade level teams and individual teachers. • Data informs instruction and supports our RTI program. • A variety of assessments are used, including K-2 DIBELS/TRC and mClass Math, 3-8 Scantron (Math/Reading) and K-8 Aimsweb for RTI and special needs students. • K-2 teachers use handwritten running records to support instructional decisions. • Parent reports are sent regularly to keep parents informed of student progress. Modifications are consistently provided for ELL and special needs students. 	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teachers do not consistently communicate lesson objectives to students but lessons are aligned to ISBE standards and, beginning in 2012-13, to CCSS. • Teachers are developing better questioning techniques and using a variety of cooperative grouping techniques to foster student engagement. • Teachers regularly use formative assessment data to monitor progress and inform instruction (Scantron, DIBELS progress monitoring, running records) 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			4
	<p>Intervention</p> <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The SIT meets weekly to support RTI and monitor individual students. Tier 2 intervention for math and reading is embedded in each classroom schedule Tier 3 intervention in reading is provided to small groups of students in K-8 by teams of teachers released while their students are in Spanish. Students are identified for after-school academic remediation and enrichment. These programs support extra learning time for all, including ELL and special education students. The school supports a 6-week Saturday Academy to provide additional time-on-task for learners. Intervention teachers make use of a variety of effective materials 	
	----->			3
Professional Learning	<p>Whole staff professional development</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Yearly professional development is aligned with our theory of action and priorities Teacher leaders, administrators and consultants provide a variety of in-house PD opportunities Teachers attend Everyday Math, Connected Math, FOSS Science and SEPUP Science PD, 8th Grade Algebra PD aligned with their curriculum Faculty regularly engages in book discussion, using high-quality current professional materials 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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. 	<ul style="list-style-type: none"> Grade level meetings are informal and focus on items that may change for each meeting. Student Intervention Team (SIT) meetings are weekly and involve data analysis and progress monitoring for intervention students. Agendas are provided and followed. Time is set aside monthly or more often for teachers to collaborate and co-plan with enrichment teachers. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Instructional coaching is provided K-2 in math by the assistant principal. Formal support for new teacher induction is limited. Cross-classroom visits are rare. Literacy coaching has been provided by a consultant on a limited basis and supported by the principal. 	

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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 	<ul style="list-style-type: none"> Student leadership opportunities include student council, yearbook, team captains (Underwater Robotics, sports), leads in musical. Staff members work together to reinforce expectations that students will attend college or be ready for a career after high school Student executive functioning/organization system in place for all students in grades 4-8, based upon AVID 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> 2011 UIC Consortium survey data reports 82% of students believe adults at school notice if a student has trouble. 84% of students believe teachers listen to student ideas. 89% of students report feeling safe at school and comfortable with their teachers. 94% of parents report that teachers and parents think of each other as partners in their children's education Whenever possible, Chappell supports the inclusion model for special needs students. Students with disabilities are engaged in extracurricular activities (sports, clubs) with their peers Severely and Profoundly disabled students have non-disabled lunch buddies and are integrated whenever possible. All school communications are sent home in both English and Spanish. Meetings are translated whenever necessary. 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> The school has a common, consistent whole-school approach to student discipline and a tiered approach to behavioral intervention 2011 Consortium survey data reports that 93% of students feel safe in their classrooms. 83% of students feel safe in hallways and bathrooms. 94% of parents report being greeted warmly when they call or visit school. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance in both English and Spanish (Back-to-School Night , LSC Meetings, NCLB-PAC and BAC-PAC Meetings, Monthly Newsletters) Teachers provide information on progress reports and report cards. We discuss results of ISAT, Scantron and DIBELS/mClass assessments with parents at conferences Eighth grade orientation is held in August before opening of school Promotion criteria is provided to all parents in a language they can understand. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>In addition to items mentioned above, faculty and staff provide on-going communication via the CPS Parent Portal so parents can monitor their child's attendance and grades. The administration regularly uses the automatic calling system to keep parents aware of events. The NCLB-PAC and BAC-PAC provide ongoing parent workshops in Spanish and English to help parents learn how to help their students at home.</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. 	<ul style="list-style-type: none"> There are many opportunities for parents to volunteer (Book Fair, Pictures, Hot Dog Night, Field Day, Library Helpers, Popcorn Day Helpers, Book Room Helpers, Musical Set Building, Field Trips) Parents are invited to attend quarterly recognition / honor assemblies, student presentations Parents attend a variety of training events throughout the year, including academic, social, emotional presentations On the 2011 Consortium Teacher Survey: 83% - they invite parents to visit the classroom. 94% - principal pushes them to communicate regularly with parents; 89% - agree they really try to understand parents' problems/concerns. 95% of parents agree that they are greeted warmly when they call or visit school. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School counselor, teachers, administrators visit homes when necessary School partners with local social service agencies to provide needed support (social work services, counseling service, financial assistance) School participates in CPS FoodShare program, donating uneaten quality food to neighboring food shelter School participates in home-bound tutoring program when required 	
	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. 	<ul style="list-style-type: none"> Information about colleges is provide in context of lessons, discussions College visits to Northeastern, Truman, UIC for purposes of science fair, robotics spark interest in college 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Discussion of college preparation, application is provided in the context of the high school application process 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> Extracurricular and enrichment t activities mostly limited to grades 3-8: Ballroom Dance, Student Council, Yearbook, Underwater Robotics, Space Explorers, Geo-Explorers, 7-8 Boys' and Girls' Sports, Choir, 7-8 Spring Musical. The school offers limited art opportunities The school offers a variety of academic enrichment and remediation programs for students, 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Eighth grade students participate in the EXLPLORE test.	
	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 ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Parents are provided the promotion policy in grades 3, 6 and 8 Teachers complete end-of-year profile cards for each student, sharing important information about students for purpose of creating class rosters and advising new teacher about reading levels, test scores, etc. Students in prek visit kindergarten during the last week of school to become familiar with the room, teacher, expectations Eighth graders attend Eighth Grade Orientation in August before school begins and High School Investigation Day prior to graduation. Kindergarteners participate in End-of-Year Celebration with parents as a step-up to first grade 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> • All state and federal discretionary funds are allocated to align with needs/ strategic priorities (teacher positions, extended day programs, literacy, math, science and technology) • Teachers partnered with community organization to pursue Donors Choose Grants. Over \$5000 classroom projects funded so far this year. • Three teachers wrote successful proposals for Boundless Readers Grants • Principal successfully applied to Japanese Chamber of Commerce of Chicago and will be visiting Japan to develop relationships/investigate the possibility of starting a Japanese Studies program. • Partnership with Community Christian Church provides over \$60,000 p/year to support school activities (.75 teaching position, new sound system and technology for the gym, new chairs, library books, technology). 	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> • Hiring is done by a team of parents, community members, teachers, administrators, LSC members and occasionally students. • School reviews an average of 100 or more applications for each position, including student teachers and substitute teachers • A multi-step interview process includes online CPS screening questions, the Haberman Interview protocol and candidate writing sample. Occasionally candidates are asked to teach a demonstration lesson. 	
Use of Time ----->			4	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> • School designs a right-fit schedule that is loosely based upon a required number of minutes but is adjusted to meet student needs and accommodate enrichment classes • Schedule includes common planning time at each grade level 4-5 days per week. • Struggling students receive interventions during scheduled 30-40 minute periods 4-5 days per week. 	

Mission & Strategic Priorities

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

Mission Statement

At Eliza Chappell Elementary School, a world language academy, we provide rigorous instruction based on the Common Core State Standards to all students, including English Language Learners and students with special needs. Together, with parents and the community, our mission is to prepare all students to graduate from high school college and career-ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Build and maintain a college-going culture and provide early exposure to experiences and information needed for students to make informed decisions about college and future careers.	We scored Chappell a "2" on "College-Going Culture," on "College & Career Exploration" and on "Academic Planning" on the SEF. By developing and implementing a plan to build/maintain a college-going culture and by providing early and on-going information about careers, students will be ready to make informed decisions when selecting a college or career.
2	Provide a rigorous approach to instruction and implement Common Core-aligned literacy instruction supported by high-quality, complex reading materials.	Chappell needs a more rigorous curriculum. In 2011, EXPLORE tests results indicated only 41% of our eighth graders were college-ready in reading and only 12% were college-ready in math.
3	Provide ongoing enrichment opportunities for students that enhance language development, nurture talents/interests and develop higher-order thinking skills.	We scored Chappell a "3" on "Enrichment & Extracurricular Engagement" on the SEF. We are a World Language Academy and believe that other-language development positively impacts first language literacy abilities. We want to maintain and strengthen our Spanish program. At the same time, we would like to add other languages. We also do not have a visual arts program at Chappell and want to offer our students art classes, further supporting their critical and abstract thinking, observation, innovation and analytical thinking skills.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Build and maintain a college-going culture and provide early exposure to experiences and information needed for students to make informed decisions about college and future careers.	We scored Chappell a "2" on "College-Going Culture," on "College & Career Exploration" and on "Academic Planning" on the SEF. By developing and implementing a plan to build/maintain a college-going culture and by providing early and on-going information about careers, students will be ready to make informed decisions when selecting a college or career.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Integrate an awareness of various colleges/universities into the social studies curriculum (Gr. 3 - Colleges/Universities in Chicago; Gr. 4 - Colleges/Universities in Illinois; Gr. 5 - Colleges/Universities in the USA) by September 2012	Instruction	All	Principal, Teachers	Quarter 1	On-going		
Plan and implement a college fair by June 2013	Other	All	Principal, Counselor, Teachers	Quarter 1	On-going		
Implement the "Paws in Jobland" K-3 curriculum by September 2012	Instruction	All	Principal, Counselor, Teachers	Quarter 1	On-going		
Implement the "What's Next Illinois" 4-8 curriculum by September 2012	Instruction	all	Principal, Counselor, Teachers	Quarter 1	On-going		
Counsel and encourage eighth graders to apply for rigorous high school programs	Instruction	All	Principal, Counselor, Teachers	Quarter 1	On-going		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide a rigorous approach to instruction and implement Common Core-aligned literacy instruction supported by high-quality, complex reading materials.	Chappell needs a more rigorous curriculum. In 2011, EXPLORE tests results indicated only 41% of our eighth graders were college-ready in reading and only 12% were college-ready in math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will learn and regularly use a variety of cooperative learning techniques, including Think-Pair-Share, by September 2012	Instruction	All	Principal, Teachers	Quarter 1	On-going		
Implement K-8 Reading Workshop with fidelity by September 2012	Instruction	All	Principal, Teachers	Quarter 1	On-going		
Implement K-8 Writing Workshop with fidelity by September 2012	Instruction	All	Principal, Teachers	Quarter 1	On-going		
Teachers to create yearlong scope and sequence for instruction, aligned with CCSS by September 2012	Instruction	All	Principal, Teachers	Quarter 1	Quarter 2		
Provide opportunities for teachers to engage in peer observation and coaching by October 2012	Instruction	All	Principal, Teachers	Quarter 1	On-going		
Purchase additional texts of high complexity and rigor to support CCSS instruction by September 2012	Instructional Materials	All	Principal, Teachers	Quarter 1	On-going		
Provide literacy coaching and professional development opportunities for teachers by October 2012	Professional Development	All	Principal, Teachers	Quarter 1	On-going		
Purchase additional books for school library	Other	All	Principal, Librarian	Quarter 1	Quarter 2		
Provide field trips to support science instruction	Other	All	Principal, Teachers	Quarter 1	On-going		
Provide							



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide ongoing enrichment opportunities for students that enhance language development, nurture talents/interests and develop higher-order thinking skills.	We scored Chappell a "3" on "Enrichment & Extracurricular Engagement" on the SEF. We are a World Language Academy and believe that other-language development positively impacts first language literacy abilities. We want to maintain and strengthen our Spanish program. At the same time, we would like to add other languages. We also do not have a visual arts program at Chappell and want to offer our students art classes, further

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and implement an after-school enrichment program	After School/ Extended Day	Other student group	Principal, Teachers	Quarter 1			
Purchase .5 visual arts teacher	Staffing	All	Principal	Summer 2012			
Purchase .5 Spanish teacher	Staffing	All	Principal	Summer 2012			
Purchase art room furniture	Equipment/ Technology	All	Principal	Summer 2012			
Purchase art room supplies	Supplies	All	Principal, Art Teacher	Summer 2012			
Purchase workbooks and texts to support middle grade Spanish	Supplies	Other student group	Principal, Spanish Teacher	Summer 2012			
Continue chess program in grades 2, 3 and implement in grade 4	Supplies	Other student group	Principal, Teachers	Quarter 1			
Provide supervision for lunch recess	Staffing	All	Principal	Quarter 1			
Purchase supplies for recess	Supplies	All	Principal	Summer 2012			
Purchase and implement Playworks recess program	Other	All	Principal	Quarter 1			
Purchase Internet reading and math enrichment programs for student use at home and school (Study Island, Aimsweb, Reading A-Z, Dimension U)	Other	All	Principal	Summer 2012			



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps