Frederic Chopin Elementary School

Fulton Elementary Network

2450 W Rice St Chicago, IL 60622

ISBE ID: 150162990252155

School ID: 609854

Oracle ID: 22721

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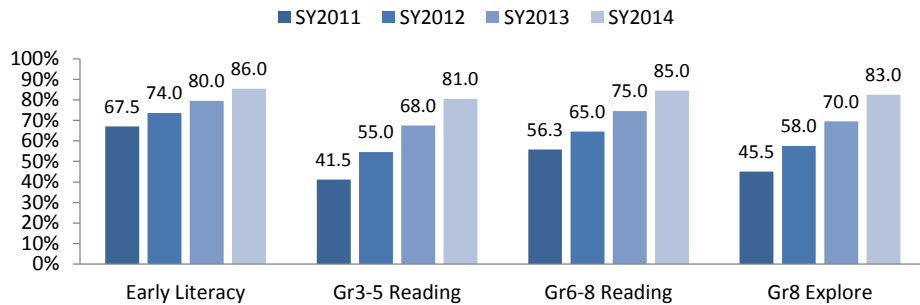
Mission Statement

The mission of Chopin School, a Math and Science Cluster, is to achieve and maintain academic excellence through a differentiated and integrated curriculum with an emphasis in Literacy and Math in all content areas. We will continue to foster the learning of all students, including students with disabilities and English Language Learners, in partnership with parents and the entire community.
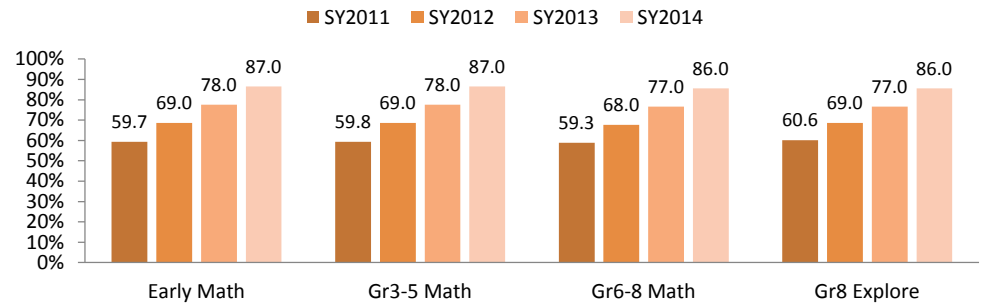
Strategic Priorities

1. Provide rigorous instruction aligned to the Common Core Standards for all grades, ensuring that there is adequate instructional material in place.

2. Provide rigorous instruction aligned to the Common Core Standards for all grades, ensuring that there is adequate instructional material in place.

3. Provide Art, integrated across the curriculum, to all grade levels.

School Performance Goals

Literacy Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	67.5	41.5	56.3	45.5
SY2012	74.0	55.0	65.0	58.0
SY2013	80.0	68.0	75.0	70.0
SY2014	86.0	81.0	85.0	83.0

Math Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	59.7	59.8	59.3	60.6
SY2012	69.0	69.0	68.0	69.0
SY2013	78.0	78.0	77.0	77.0
SY2014	87.0	87.0	86.0	86.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Frederic Chopin 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
Antuannette Mester	Principal
Angela Beneyto-Badillo	Assistant Principal
Lauren Caffarrella	Classroom Teacher
Liliana Caraba	Classroom Teacher
Isabel Nuha Isaac	Classroom Teacher
Laura Huerta-Wilson	Classroom Teacher
Elisa Alessi	Special Education Faculty
Olga Prado	LSC Member
Bernardo Lopez	Parent/ Guardian
Corneliu Caraba	Support Staff

CIWP

2012-2014 Continuous Improvement Work Plan

Frederic Chopin Elementary School

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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	67.5	74.0	80.0	86.0	**Early Math** % of students at Benchmark on mClass	59.7	69.0	78.0	87.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	41.5	55.0	68.0	81.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	59.8	69.0	78.0	87.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.8	68.0	77.0	86.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	72.0	78.0	84.0	90.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	56.3	65.0	75.0	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	59.3	68.0	77.0	86.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.1	76.0	82.0	88.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	67.4	74.0	81.0	88.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	45.5	58.0	70.0	83.0	**Explore - Math** % of students at college readiness benchmark	60.6	69.0	77.0	86.0

Date Stamp November 22, 2012

CIWP

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.9	97.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	1.7	1.7	1.0	1.0

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	94.1	95.0	96.0	96.0		**ISAT - Reading** % of students exceeding state standards	47.6	50.0	52.0	55.0
ISAT - Mathematics % of students meeting or exceeding state standards	95.3	96.0	96.0	96.0		**ISAT - Mathematics** % of students exceeding state standards	57.6	59.0	60.0	62.0
ISAT - Science % of students meeting or exceeding state standards	84.6	85.0	87.0	88.0		**ISAT - Science** % of students exceeding state standards	42.3	44.0	48.0	51.0

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	-->		4
• 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.	• 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.	The school has established clear and measurable goals as is shown in the steadily increase in the ISAT scores for the last four years. The school has a plan of action that is being reviewed constantly by the ILT team. The school priorities, set forth by data analysis, are clear, straight forward and implementation carefully monitored.	
Principal Leadership	-->		4
• 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.	• 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.	Principal models instructional effective practice, as well as, works with all staff members to clarify the instructional vision of the school. Goals and benchmarks are reviewed weekly with individual teachers for the purpose of improvement. Principal empowers teachers to create a collegial environment that fosters academic growth, as evidenced by our scores.	

Left vertical label: **DIMENSION 1:Leadership**

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Teachers focus on the academic feedback and success of their students through participation in: department meetings, ILT meetings, RtI team, Data team,CWIP team, Union representative, family and Community liaison. Through vertical meetings of grade levels, teachers share and implement PD practices, as well as, make each other accountable for results.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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.	• 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	The ILT team consists of members endorsed in a variety of subjects and is representative of all grade levels. The ILT, conducts needs assessments to determine PD with the focus of improving teaching and learning across all grade levels. Decision making is arrived at, by engaging all stakeholders. Since we are a small school, ILT team members and Grade Level Chairs are often one and the same. ILT revisits plans on a monthly basis in order to determine effectiveness of processes; to analize student data and to make necessary adjustments where needed to impact effective instruction.	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Since we are a small school ILT team meets biweekly, and grade level teams meet weekly. Data is continously analized and adjustments are made by teachers to enhance student performance.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum* -->			**4**
	• 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.	• 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.	Grade level team members align the common core standards to the curriculum with emphasis in both interdisciplinary and thematic units. Our short and long term instructional plans are inclusive of all our students, including students with disabilities and ELLs. Our materials are current but we need to purchase more materials aligned to the CCSS.	
	Instructional materials -->			**3**
	• 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.	• 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).	While all teachers have have sets of instructional materials for all course subjects aligned with standards, at this time, not all materials are aligned to the CCSS. L.A. and Math materials offer support for ELLs.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• 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.	• 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.	Our technology coordinator and the administrative team make data available to all staff members as soon as it becomes available after each assessment. Staff members use a variety of assessments to monitor student learning and to drive instruction. Students with disabilities and ELLs are always evaluated and assessed with the accommodations and modifications required.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• 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.	• 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.	Students are able to articulate the learning objectives, the purpose of the lesson and the steps necessary to master the skill/elements. Students respond to higher order thinking questions, tapping into higher domains using Bloom's Taxonomy. Through differentiated instruction students in all subgroups are engaged in spiral learning moving from simple to complex tasks. All teachers have an understanding of the differences between state standards and CCSS and are beginning to align the curriculum to CCSS.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• 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.	• 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.	There is a process in place for students that are "red-flagged" by the teacher. After initial screenings and instructional evaluations, students in need are served through small groups, one on one, and by specialists. On a monthly basis ILT members and grade level teachers review the results and make adjustments.	
Whole staff professional development	-->		**3**
• 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.	• 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.	Our PD is aligned to the school goals. Teachers receive PD that is relevant to them on a regular basis. Peer, principal coaching and classroom visitations ensure that PD is implemented.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**4**
	• 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.	• 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.	ILT members meet bimonthly and grade level teams meet weekly. The entire staff, including ancillary and specials, meet monthly to review data pertaining to students in need of interventions. Teachers take the initiative to plan thematic units and educational activities to enhance writing skills and vocabulary development. Since we are a small school, except for formal grade level meetings and ILT meetings, all our meetings are inclusive of all teachers, including special education, ELL, Gym and Music.	
	Instructional coaching	-->		**4**
	• 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.	• 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.	New teachers are coached by effective teachers within the school. On a weekly basis, new teachers meet with principal to review lesson plans and evidence of student work. Peer coaching and principal coaching are ongoing. PD is offered according to the needs of the teachers and is aligned to the school goals and priorities.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture** ------>			**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Starting in Kindergarten, the importance of college and career is stressed.This is done by the staff, by our community partner,WTLU, and by agency visits (quaterly). Some agencies consist of the following; Goldman Sachs, Junior Achievement and others that promote awareness and interest for students to strive to achieve a college education.	
	Relationships ------>			**4**
	• 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.	• 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.	Most of our students have been at Chopin since Head Start and have developed, along with their families, close relationships with the entire staff. Students exhibit trust in their teachers and welcome the opportunity to come early and leave late voluntarily, to receive extra help from their teachers. All our special education students participate in the same events: field trips, assemblies, parent nights, extra curricular classes, etc. as does the general education population. Two thirds of our teachers are bilingual/ESL endorsed, thus able to nurture and value the home language and culture of our students.	
	Behavior& Safety ------>			**4**
	• 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.	• 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.	As per evidence, student misconduct is at a minimum, and for the past 3 years our suspensions have been minimal (1-2 per year). Our staff focuses on building student character which in turn, encourages positive behavior. Furthermore, through our community partner, WTLU, and our partnership with the police department, we provide the following: sessions on anti-bullying, gang resistance education, as well as, the program "Too God for Drugs".	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**4**
• 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.	• 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.	Through written communication from administration and teachers, parents are well informed of the school academic status. Also, through LSC, NCLB, PAC, BAC and community partner meetings, we inform parents of the gains, as well as, the challenges that our school and students face. Teachers provide clear and specific information of their expectations during Parent Nights and parent conference meetings.	
Ongoing communication	-->		**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Teachers and staff always welcome parents, before or after school, for more in-depth conversations of their expectations. Our community partner, in conjunction with some of our staff members, has monthly presentations on how parents can be more involved and support their children's learning. Our Parent Nights also offer workshops to parents on how to help their children to become better students.	
Bonding	-->		**4**
• 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.	• 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.	Our school is a welcoming place and feels safe. Our past My Voice,My School surveys can attest to that. The principal is always visible and has an "open door" policy. This invites parents to communicate with her and become more engaged in school activities. Our staff encourages our parents to participate in our Parent Nights, Math, Reading and Science Nights, as well as, in all our assemblies and students' performances.	

DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Although our staff doesn't conduct home visits, through our counselor and our partner (WTLU), parents are provided with guidance to contact social services agencies.	
College & Career Exploration and election	-->		**4**
• Information about college or career choices is provided.	• 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.	Through our partners and agencies (WTLU, Goldman Sachs, Junior Achievement, police department), as well as, our counselor and staff, students are exposed since Kindergarten to the array of career posibilities. When students reach sixth grade the information becomes more focused and specific leading to H.S. choices that offer	
Academic Planning	-->		**4**
• 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.	• 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.	High expectations, along with a rigorous academic program, have been proven to be successful. This is evident, for the last few years, in the number of 8th graders accepted in selective enrrollment H.S.	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	• 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.	Through our school partnership with WTLU, our students participate in a variety of extracurricular activities. This include, dancing, theater, skits, board games, sports and other team games.	

Vertical label: **N 6: College and Career Readiness Supports**

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments***	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	While no career assessments are provided at this time, Chopin ensures that all students are aware and motivated to attend college.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	NA	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Staff members collaborate among themselves and the families, to ensure a smooth transition into each grade. Parents are informed of requirements, policies and instructional expectations, as well as, extra curricular activities at meetings and through written communications.	

Date Stamp November 22, 2012

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**
	• 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.	• 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.	Chopin allocates discretionary funds to purchase positions to supplement the quota positions and, to purchase additional materials and supplies. Along with our community partner,our school pursues grants that allow us to provide extended day programs for 20% of our students and engage parents in school participation. The primary use of discretionary funds and grants directly impact our students, as we are able to provide programs and materials necessary for their academic success.	
	Building a Team	-->		**4**
	• 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.	• 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.	Through Chopin's partnership with several universities, (NEIU, Roosevelt, De Paul) all our teachers have been hosting clinical, as well as, student teachers. This allows the administration to observe directly and on a frequent basis, strengths and ability of future teachers. Furthermore, strong collaboration exists among supervising professors, staff and administration of Chopin school. Grade teams include new and veteran teachers to share their strengths and expertise.	
	Use of Time	-->		**4**
	• 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.	• 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.	Common preparation periods provide the opportunity for informative teacher collaboration. Students performing below level are given the opportunity to participate in classess given before and after school programs.	

Date Stamp November 22, 2012

2012-2014 Continuous Improvement Work Plan

Frederic Chopin Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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

The mission of Chopin School, a Math and Science Cluster, is to achieve and maintain academic excellence through a differentiated and integrated curriculum with an emphasis in Literacy and Math in all content areas. We will continue to foster the learning of all students, including students with disabilities and English Language Learners, in partnership with parents and the entire community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide rigorous instruction aligned to the Common Core Standards for all grades, ensuring that there is adequate instructional material in place.	To meet the requirements for CCSS and to prepare the students for CCSS assessments.
2	Provide rigorous instruction aligned to the Common Core Standards for all grades, ensuring that there is adequate instructional material in place.	To meet the requirements for CCSS and to prepare the students for CCSS assessments.
3	Provide Art, integrated across the curriculum, to all grade levels.	To engage the"whole child" and tap into a wider array of learning styles.
4	Optional	
5	Optional	

Date Stamp November 22, 2012

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
Provide rigorous instruction aligned to the Common Core Standards for all grades, ensuring that there is adequate instructional material in place.	To meet the requirements for CCSS and to prepare the students for CCSS assessments.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Evidence: Classroom visitations, lesson plans, effective teaching and classroom management and clear understanding and implementation of CCSS. Conduct an inventory of existing texts aligned to Common Core Standards and purchase supplemental nonfiction materials	Instruction	All	Administration and ILT	On-going	On-going	On-Track	Budget availability to purchase instructional materials.

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 rigorous instruction aligned to the Common Core Standards for all grades, ensuring that there is adequate instructional material in place.	To meet the requirements for CCSS and to prepare the students for CCSS assessments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Evidence: Classroom visitation, lesson plans, effective teaching and classroom management; clear understanding and implementation of CCSS. Conduct an inventory of existing texts aligned to CCSS and purchase Algebra books	Instruction	All	ILT team and administration	On-going	On-going	On-Track	Budget availability to purchase instructional materials.

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 Art, integrated across the curriculum, to all grade levels.	To engage the"whole child" and tap into a wider array of learning styles.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase position and materials. Align Art with interdisciplinary and thematic units.	Instruction	All	Administration and ILT, Grade level teams	Summer 2012	On-going	On-Track	Budget availability.

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