



2012-2014 Continuous Improvement Work Plan

DeWitt Clinton Elementary School

Ravenswood-Ridge Elementary Network

6110 N Fairfield Ave Chicago, IL 60659

ISBE ID: 150162990252134

School ID: 609859

Oracle ID: 22751



Mission Statement

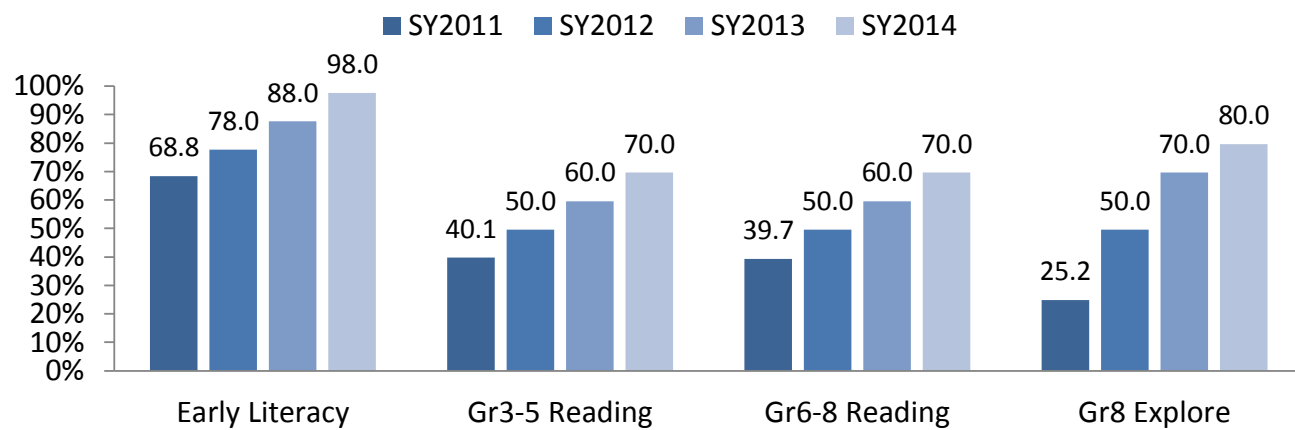
The Clinton School mission is to enrich the lives of all students by providing a rigorous academic program while balancing the social/emotional needs of each individual. We believe that effort and encouragement on the parts of parents, community, and staff contribute to the success of every student. To accomplish this end, technology, the arts, athletics, and character education are integrated throughout a research based curriculum to engage the whole child.

Strategic Priorities

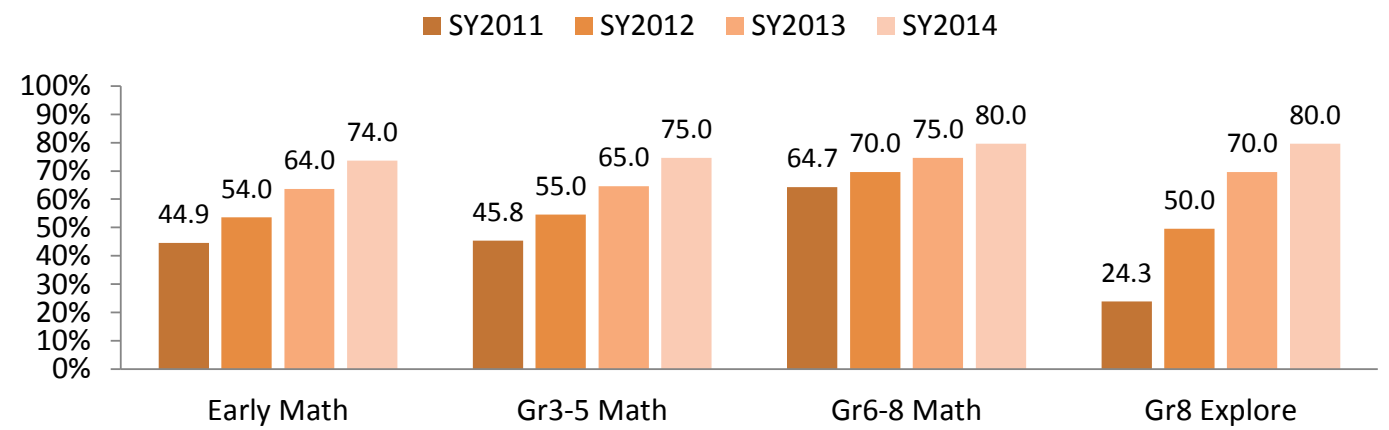
1. Literacy
2. Mathematics
3. Science and Technology
4. Learning Climate / Safety

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:	DeWitt Clinton 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
Eduardo Cesario	Principal
Maureen Delgado	Assistant Principal
Robert Turner	Assistant Principal
Megan Marker	Other
Leda Scagnelli	Counselor/Case Manager
Ana Monterossa	LSC Member
Lisa Gibbs	Special Education Faculty
Deborah Reif	Classroom Teacher
Fareesa Khan	ELL Teacher
Angela Greer	Parent/ Guardian
Rachel Huibregtse	Classroom Teacher
Ryan Coors	Classroom Teacher



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	68.8	78.0	88.0	98.0		Early Math % of students at Benchmark on mClass	44.9	54.0	64.0	74.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.1	50.0	60.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	45.8	55.0	65.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.6	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.7	68.0	75.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.7	50.0	60.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	64.7	70.0	75.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.2	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.6	75.0	80.0	85.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.2	50.0	70.0	80.0		Explore - Math % of students at college readiness benchmark	24.3	50.0	70.0	80.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.3	96.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	14.8	12.0	10.0	8.0

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	72.8	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	21.8	30.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.7	85.0	90.0	95.0		ISAT - Mathematics % of students exceeding state standards	33.5	40.0	50.0	60.0
ISAT - Science % of students meeting or exceeding state standards	78.1	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	25.9	35.0	45.0	55.0

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"> The school has established a strategic plan that is based upon the analysis of standardized local data to inform changes in curriculum and teaching strategies, teacher professional development and training. Standardized test data including ISAT, Dibels, and Benchmark data are used to measure student achievement. Trends in the student data results are analyzed by the staff in conjunction with other local variables such as the common core curriculum, effectiveness of teaching and instruction, and student need. Student achievement data is analyzed constantly . Standardized data and other formal assessments such as end of unit tests, quizzes, along with other authentic assessments such as project based learning with rubrics allow grade level team members to reflect on what is working and what is not working. Decisions are made regarding the long and short term goals and the type of instruction that needs to occur in order to decrease the achievement gap . 	
	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"> The Principal creates a learning environment that fosters professional development and personal growth plans for teachers. The principal and other administration meet with teachers at least three times during the year to discuss individual professional development needs for the teacher and a classroom growth plan based upon the most recent achievement data. All seventh and eighth grade students receive counseling on high school selection and career selection. Eighth grade students and their families meet with school administration and the counselor to complete the high school matriculation process. Parents are continuously informed of school progress through newsletters, parent meetings, and technology based mediums. There are two mandated report card pickup sessions where parents must conference with their child's teacher regarding student progress. Academic and social emotional progress reports are sent home every two weeks to inform parents of student progress. All parents have received access to the Parent Portal so that they may check for student progress. Staff communicates important curricular expectations regarding common core curricular standards as they invite parents to the literacy night, S.T.E.M. night, history night, and science fair night. 	

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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 	<ul style="list-style-type: none"> •All teachers are actively involved in the local decision making process. •Teachers are responsible for making informed decisions regarding student instruction and achievement based upon analysis of current student data and best practice research. •Any team member has an opportunity to enter into a meaningful conversation regarding student progress based upon objective analysis of student data. •Teachers are encouraged to share their expertise and objective concerns regarding student performance using grade level meetings, or the most appropriate meeting that will be able to engage and respond to the concern. •Teachers may utilize more than one channel to voice appropriate concerns. •Professional learning communities are also a useful vehicle that teachers use to discuss student work and to reflect upon instruction. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> •The ILT is represented by various grade level teams and professional staff that is integral to the learning and social emotional development of the student population. •This team makes use of instructional student achievement data to make schoolwide decisions regarding the improvement of curriculum and teaching. •The ILT works as a conduit to communicate the instructional and professional development plans of the school as a whole to all grade level teams and stakeholders. •The ILT analyzes schoolwide academics and identifies barriers to achievement. • They initiate conversations and plans to remove barriers to student academic achievement. 	
<p>Monitoring and adjusting -----></p>			4
<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. 	<ul style="list-style-type: none"> •The school data that is aggregated is analyzed at the ILT team meetings and is disseminated at the grade levels as well. •The ILT team is given the task of analyzing all data at a comprehensive level and pinpointing areas of weakness in student achievement. •The goal of the team is to make recommendations for improving teaching and instruction based upon research and best practice. 	

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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"> Teachers at each grade level have received professional development on implementation of common core standards. Each grade level has paced out the curriculum to align it with the CPS teaching calendar. Formative and summative assessments are both aligned to the curriculum and pacing chart. Teachers and administration review textbooks to ensure that they meet the needs of the curriculum and common core standards. The instructional curriculum is differentiated based upon student ability, learning style, and interest. Long and short term curricular goals are established based upon student data. Accommodations and modifications of instructional content are included in common core curricular planning. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Instructional materials are available to all teachers at each grade level which are aligned to the common core standards. Many of these resources include study guides for ESL teachers and teachers of students with special needs. There are also technology links and leveled reader text for students who fall into this category. 	
<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 ----->			4
<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"> • Student achievement data and all local school data is available for review for staff and students shortly after it is has been generated. • Each grade level uses an established common protocol to analyze student data and to inform instruction. • Formative and summative assessments are utilized to assess student progress. • Assessment tools include authentic assessments with rubrics, districtwide standardized achievement tests, local benchmark tests, summative tests designed to measure the success of the reading series. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> •All teachers incorporate common core standards in planning well developed lessons that meet the learners needs. •Questioning strategies are well developed and reflect the school's goal of developing higher order critical thinking skills in students. •Instruction is scaffolded to meet the needs of ESL learners as well as students with special needs. •Both formative and summative assessments are used by teachers to gauge student progress and growth. Authentic assessments are often used which include well developed rubrics. 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The school issues academic progress reports every three weeks. Students earning a D or F are issued a remediation plan. The school has a team in place to identify students in need of intervention. The school has a systematic approach to assessing and providing intervention to at risk students. Interventions include small group instruction, push-in support provided by specialists, one-on-one support, and before and after school programming. Students in grades 6-8 have block scheduling in order to allow for more small group instruction and hands on activities. Individual teachers monitor interventions every three weeks and make adjustments as necessary. The ILT team monitors interventions school-wide and provides grade levels with data and suggestions for additional interventions if necessary. 	
Professional Learning	Whole staff professional development ----->			4
	<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"> The school has a year-long, focused plan for staff professional development aligned to school-wide priorities. The ILT team and grade levels meet regularly to discuss upcoming professional development and alignment to priorities. Staff members provide staff development to colleagues. Professional development consists of small group break-out sessions. Master schedule allows for daily collaboration between grade level teams and weekly collaboration across grade bands. Internal rounds are conducted to ensure school-wide priorities are a focus across all grades. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Members of the ILT team meet to discuss ways to improve the school as a whole. The ILT team member then reports back to and supports their grade level in achieving the school-wide goals. Each grade level team reviews student work, analyzes assessments and develops intervention plans. Grade levels have multiple collaboration periods per week. Teams include special education and bilingual specialists. Meeting protocols and roles are in place for all team meetings (agenda, facilitator, recorder, and time keeper). Teams have developed a systematic approach to review student assessment and use that data to develop appropriate interventions. 	
	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"> All new staff members are assigned a mentor who will provide support in content pedagogy and curriculum implementation. Administration conducts evaluative and non-evaluative observations of teachers to engage in reflective dialogue. Professional development is personalized by content area, grade level and/or experience. Peer visits and internal rounds are conducted throughout the year with a specific focus. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> A member of the school staff meets with all eighth grade students and their parents individually to discuss high school options and provides advice for post-high school education. All school personnel provide a consistent message to students that support their goal for a post-high school education. Faculty and administration share their own experiences and help students understand what is expected of them if they want to stay on a college path. 	
	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"> All students have at least one staff members who can help with academic or social concerns. All staff members interact with students in a responsive and respectful manner. All teachers offer all students (including special education and bilingual students) help in achieving academic and social objectives. School personnel know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels. The school has four counselors/social workers on staff to provide students with guidance in regards to social and academic concerns. The staff reflects the diversity of the student population. All students with disabilities are provided with the same opportunities as general education students. The school provides individual and/or family counseling for the school community. 	
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 established and clearly communicated behavior expectations to students and parents through the parent handbook and student agenda. The school provides adequate supervision during morning entrance, afternoon dismissal, recess and transition times. The school addresses behavior concerns through consistent and progressive discipline and communication with parents. The school has four counselors/social workers on staff to provide students with guidance in regards to social and academic concerns. The school has a visitor policy which includes issuing visitors a badge and visitor log. The school office staff monitors student attendance and notifies parents when children are absent without notification from a parent or guardian. 	

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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"> The school involves the parents in the planning, review, and improvement of parental involvement programs through the BAC and PAC. The school provides parents with a description and explanation of the course of study, curriculum, the forms of academic assessment used and the expected proficiency levels the students are expected to meet. A member of the school staff meets with all eighth grade students and their parents individually to discuss transition to high school and provides advice for post-high school education. 	
	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. 	<ul style="list-style-type: none"> Teachers work with parents regularly to understand such topics as the state and local academic assessments and how to monitor their child's progress and work with the school to improve their child's academic and social objectives. Parents are invited to visit and discuss their child's academic progress regularly with teachers. 	
	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"> The school presents a welcoming atmosphere. Parents are encouraged to attend and provide input through regularly scheduled BAC and PAC meetings. A variety of programs are organized and implemented to engage all parents in their child's education such as parenting seminars. Parents are notified of attendance, homework and discipline policies in the beginning of the school year through the Parent Handbook. 	

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 ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Family counseling is offered to all community families. The school collaborates with community organizations on events and activities that foster the school-community partnership. After school programs are offered for adults (ESL, GED, computer training, etc.). Home visits are conducted regularly regarding academic and/or social concerns. 	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> The school provides post-high school counseling to students and their families. Faculty and administration share their own experiences and help students understand what is expected of them if they want to stay on a college path. 	
Academic Planning ----->			4	
<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"> The school teaches Algebra to qualifying eighth graders allowing them to receive high school credit. The school offers high school programming through summer school programming in the areas of reading and math. The school has a comprehensive gifted program for students in grades 1-8 which provides students for an accelerated and rigorous curriculum. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> The school sponsors various activities (athletics, drama, art, service-learning, band, violin, dance and hobby clubs) which allow students to be exposed to a wide range of enrichment and extracurricular opportunities. These activities encourage peer interactions, promote cooperation and help students build a stronger connection to the 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
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments such as the EXPLORE assessment. The middle school teachers help students to prepare for assessments by examining the types of test questions, explaining how to make an educated guess, administering practice tests, and reviewing scoring procedures. The middle school teachers use college and career assessment data to identify skill gaps and plan strategies for skill development. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
	Transitions ----->			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"> The school developed a handbook for families that outlines school procedures that will help families work together to ensure a smooth transition to the next grade level. The school has a scheduled time in the beginning of the year for ELL and special education teachers to meet with general education teachers and discuss proficiency levels and modifications. The school has developed a common planning time for teachers to meet in order to plan developmentally appropriate curriculum for all students. The school holds a high school fair for all middle school students and their parents. 	

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"> Discretionary resources are used to lower class size in the primary grades when possible. Discretionary resources are used to provide students with before and after school academic programming. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> The school utilizes a multi-step interview process which includes an initial interview, demonstration lesson and follow up interview. Hiring is conducted after assessing student need and aligning hiring with school-wide priorities. Grade level teams are assembled after examining individual certification, philosophies and assessment results. The school encourages clinical students and student teachers for possible positions in the future. 	
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"> The master schedule allows for multiple grade level collaboration as well as vertical planning. Middle school partner teachers have all preparation periods in common. All teachers have a full class schedule. The master schedule was completed with the student need in mind (enrichment, recess and lunch periods are clustered when possible in order to provide for as much uninterrupted time as possible). All grade levels have a weekly team meeting with administration. 	

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 Clinton School mission is to enrich the lives of all students by providing a rigorous academic program while balancing the social/emotional needs of each individual. We believe that effort and encouragement on the parts of parents, community, and staff contribute to the success of every student. To accomplish this end, technology, the arts, athletics, and character education are integrated throughout a research based curriculum to engage the whole child.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy	By providing high-quality and evidence-based literacy instruction which emphasizes the teaching of the essential elements: phonemic awareness, phonics, word knowledge, fluency, comprehension, and writing(Lucy Calkins), Clinton School will improve student achievement in Reading and Writing school wide with an increased focus on LEP and students with disabilities.
2	Mathematics	By promoting instructional coherence across K-8 mathematics classrooms and placing a focus on math foundational skills and automaticity, Clinton School will improve student achievement in Mathematics at all grade levels with an increased focus on LEP and students with disabilities.
3	Science and Technology	Improve student achievement in Science at all grade levels by promoting research, inquiry-based instruction, and the integration of technology (across all content areas) that is aligned with the state and national standards.
4	Learning Climate / Safety	Improve student attendance, engaged learning, and student connections by providing a safe and positive learning environment that promotes social-emotional learning and student leadership development.
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
Literacy	By providing high-quality and evidence-based literacy instruction which emphasizes the teaching of the essential elements: phonemic awareness, phonics, word knowledge, fluency, comprehension, and writing(Lucy Calkins), Clinton School will improve student achievement in Reading and Writing school wide with an increased focus on LEP and students with disabilities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize the Academic Enrichment and Intervention block daily for strategic intervention and enrichment in the area of literacy.	Instruction	All	Teachers, Assistant Principals, Principal	Summer 2012			
Use the common planning time to analyze diagnostic scores to determine growth of all students with emphasis on targeted groups.	ILT/ Teacher Teams	All	Teachers, Assistant Principals, Principal	On-going			
Continue grade level analysis to develop assessment and plan effective classroom instruction.	ILT/ Teacher Teams	All	Teachers, Assistant Principals, Principal	On-going			
Strengthen classroom libraries and technology support for literacy instruction.	Instructional Materials	All	Teachers, Assistant Principals, Principal	Summer 2012			
Implement Lucy Calkins Writing Workshop across all grades with fidelity.	Instruction	All	Teachers, Assistant Principals, Principal	On-going			
Continue to develop common expectations for writing across grade levels and grade bands.	ILT/ Teacher Teams	All	Teachers, Assistant Principals, Principal	On-going			
Students in grades 3-8 will be given more opportunities to read novels of all genres.	Instruction	All	Teachers, Assistant Principals, Principal	Summer 2012			



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
Mathematics	By promoting instructional coherence across K-8 mathematics classrooms and placing a focus on math foundational skills and automaticity, Clinton School will improve student achievement in Mathematics at all grade levels with an increased focus on LEP and students with disabilities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize the Academic Enrichment and Intervention block daily for strategic intervention and enrichment in the area of mathematics.	Instruction	All	Teachers, Assistant Principals, Principal	Summer 2012			
Use the common planning time to analyze diagnostic scores to determine growth of all students with emphasis on targeted groups.	ILT/ Teacher Teams	All	Teachers, Assistant Principals, Principal	On-going			
Continue grade level analysis to develop assessment and plan effective classroom instruction.	ILT/ Teacher Teams	All	Teachers, Assistant Principals, Principal	On-going			
Increase technology support for mathematics instruction through professional development and teacher led work groups..	ILT/ Teacher Teams	All	Teachers, Assistant Principals, Principal	Summer 2012			
Continue to address the need for math automaticity at all grade levels through research and grade level/band action research projects.	Instruction	All	Teachers, Assistant Principals, Principal	On-going			



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
Science and Technology	Improve student achievement in Science at all grade levels by promoting research, inquiry-based instruction, and the integration of technology (across all content areas) that is aligned with the state and national standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize the Academic Enrichment and Intervention block daily for strategic intervention and enrichment in the area of science.	Instruction	All	Teachers, Assistant Principals, Principal	Summer 2012			
Use the common planning time to analyze diagnostic scores to determine growth of all students with emphasis on targeted groups.	ILT/ Teacher Teams	All	Teachers, ILT, Assistant Principals, Principal	On-going			
Continue grade level analysis to develop assessment and plan effective classroom instruction.	ILT/ Teacher Teams	All	Teachers, ILT, Assistant Principals, Principal	On-going			
Expand FOSS and STC science kits to kindergarten, first, second and third grades.	Instructional Materials	All	Assistant Principals, Principal	Summer 2012			
Utilize the school library, library media teacher and available technology resources to conduct research and complete inquiry based projects.	Instruction	All	Teachers, ILT, Assistant Principals, Principal	Quarter 1			



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
Learning Climate / Safety	Improve student attendance, engaged learning, and student connections by providing a safe and positive learning environment that promotes social-emotional learning and student leadership development.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize the Academic Enrichment and Intervention block daily for strategic intervention and enrichment in all areas.	Instruction	All	Teachers, Assistant Principals, Principal	Summer 2012			
Continue to address the social/emotional needs of all students through the partnership with SGA to allow for additional social workers and community resources.	Other	All	SGA Personnel, Assistant Principals, Principal	On-going			
Teachers will continue to implement Calm Classroom throughout the school day especially before and after transitions.	Other	All	Teachers, Assistant Principals, Principal	On-going			
Homeroom teachers will continue to hold weekly classroom meetings to address the social/emotional needs of the class as a whole and foster a sense of community within the classroom.	Other	All	Teachers, Assistant Principals, Principal	On-going			
Recess will continue to be implemented in all grade levels in order to promote socialization and develop communication skills.	Other	All	Teachers, Security, Parent Workers, Assistant Principals, Principal	On-going			
Counselors will continue to hold in-class workshops on topics related to tolerance, respect and bullying.	Other	All	Teachers, SGA Personnel, Assistant Principals, Principal	On-going			



Strategic Priority 4

Counselors will continue to hold character development small group sessions to focus on self esteem, self-discipline and responsibility.	Other	All	Teachers, SGA Personnel, Assistant Principals, Principal	On-going			

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