



2012-2014 Continuous Improvement Work Plan

Christopher Columbus Elementary School

Fulton Elementary Network

1003 N Leavitt St Chicago, IL 60622

ISBE ID: 150162990252138

School ID: 609863

Oracle ID: 22791



Mission Statement

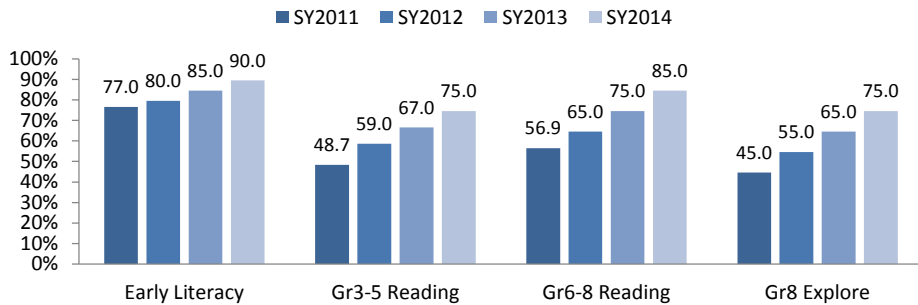
Columbus Elementary School seeks to create a challenging and innovative learning environment that encourages high expectations for success and life long learning through technology, the multiple intelligences, varied instructional strategies, and interdisciplinary units. Our community of learners is fostered by positive relationships with students, staff, and community members in order to empower students to become active citizens and confident, creative builders of their future.

Strategic Priorities

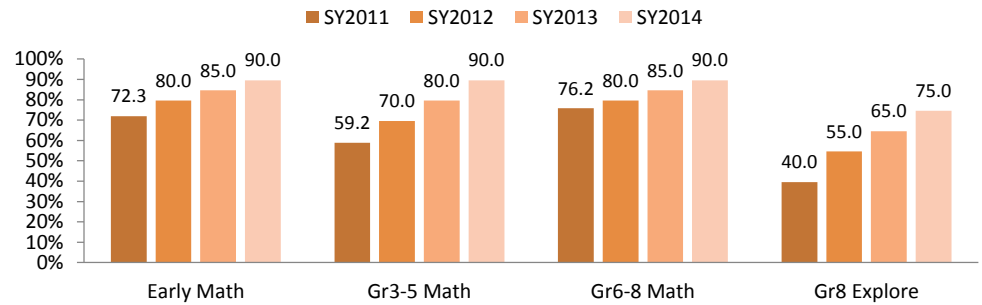
1. Reading
2. Math
3. Attendance
4. Technology
5. Parent and Community Involvement

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:	Christopher Columbus Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Joseph Edmonds	Principal
Kyla Bailenson	Assistant Principal
Kiersten Freer	Counselor/Case Manager
Amanda Pryce	Classroom Teacher
Sheri Snopek	Classroom Teacher
Martha Pino	Classroom Teacher
Linda Maldonado	Classroom Teacher
Robin Vallejo	Support Staff
Nerieda LeBron	LSC Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	77.0	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	72.3	80.0	85.0	90.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.7	59.0	67.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	59.2	70.0	80.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.7	65.0	75.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.5	70.0	80.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	56.9	65.0	75.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	76.2	80.0	85.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.0	70.0	80.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	78.8	80.0	85.0	90.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	45.0	55.0	65.0	75.0		Explore - Math % of students at college readiness benchmark	40.0	55.0	65.0	75.0



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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	95.5	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	2.4	2.0	1.5	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	85.9	87.5	90.0	93.0		ISAT - Reading % of students exceeding state standards	30.5	35.0	40.0	45.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.4	93.0	96.0	99.0		ISAT - Mathematics % of students exceeding state standards	42.0	45.0	50.0	55.0
ISAT - Science % of students meeting or exceeding state standards	82.1	85.0	88.0	92.0		ISAT - Science % of students exceeding state standards	23.9	27.0	32.0	37.0

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. 	<p>Columbus has made reading a priority for the past 2 years. We have put funding towards continuing to build our leveled book room so that all students have access to reading materials appropriate for their reading level. We have identified ways to assess informally monthly as well as formally 3x a year. Students who are not making expected gains have targeted interventions.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Professional learning is organized by the ILT which has identified key levers to make positive changes school wide. Parents are informed of school goals and expectations through curriculum nights and are given strategies that they can do at home that work with what teachers are doing at school. Teachers are given an opportunity to contribute to professional development through weekly grade band meetings. In order to clarify our mission and vision and to refocus staff on the goal of having all students college and career ready, the staff revisited the mission and vision and created a reading mission and vision to supplement the school wide one.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Almost all teachers are involved outside of their classrooms in leadership roles one way or another. Columbus school has "expert" teachers in specific areas that share knowledge with other teachers and support them in further learning.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			4
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>Our ILT is comprised of general education teachers, bilingual teachers, a special ed teacher, the counselor, and a prep teacher in order to represent all students and staff. The ILT has developed cycles based on goals set over the summer and baseline data taken. The ILT monitors progress towards these goals regularly. The ILT has also taken on the responsibility for professional development for the entire school during PD days as well as creating talking points for grade band meetings weekly.</p>	
<p>Monitoring and adjusting -----></p>			2
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Although the ILT regularly uses data in discussions and professional development and planning, teacher teams and individual teachers are not yet using data consistently to drive instructional practices across subject areas. A strength is that our teachers have implemented monthly progress monitoring in the area of reading in order to effectively track individual student progress.</p>	

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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. 	Some grade levels have scope and sequences planned out while others rely on curriculum guides for pacing. Some teachers are planning for and implementing integrated units while others are not. Special education teachers and ELL teachers have access to materials to ensure that students with disabilities and ELL students have access to reading materials at their level to gain content area knowledge.	
	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). 	Each grade level or course team has instructional materials that are aligned with the standards. To supplement materials on hand and to differentiate for students with lower reading levels, Columbus has built up a leveled book room with a focus on nonfiction and content area materials. Teachers have this as a resource to pull materials from at lower reading levels, but with the same ideas and concepts that are being taught. Special education teachers are planning with general education teachers to provide support in all academic areas for students with disabilities.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Schoolwide and classroom data is available to the ILT after assessments in the area of reading. Currently there is not a consistent assessment data available for math in grades K-8. Teachers are using regular assessments in reading to progress monitor and teachers are all trained in RtI and can administer own assessments getting baseline data, provide targeted instruction, and progress monitor as well as graph and chart the results of this. Special education teachers and ELL teachers collaborate regularly with classroom teachers to ensure that accommodations and modifications are met so that students can demonstrate learning.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers are working collaboratively with the bilingual and special education teachers in order to effectively reach all students with a more inclusive approach. Teachers have studied levels of questioning and Bloom's taxonomy through grade band meetings and whole staff meetings as well as peer observation. Teachers are effectively scaffolding and differentiating instruction to meet the needs of all students. Teachers are using formative assessments effectively in some subjects.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>All teachers at Columbus have been trained in the RtI approach and have been given multiple intervention resources. The BAS test is given at the start of the year to identify any low level readers. In addition, below level readers are monitored monthly through the use of running records in order to make sure interventions are effective. Special education teachers provide inclusion support whenever appropriate so that all students in the class can benefit from having 2 teachers available. Teachers are providing small group support and documenting and charting the outcomes in order to review with the specialized services team when interventions appear to not be working. Most teachers also offer additional one on one or small group support to students before school 2-4 days a week.</p>	
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. 	<p>The ILT has focused on creating relevant cycles focused on reading elements, which was a priority set for our school. Cycles are around 8 weeks and are planned out with professional readings, time for teacher collaboration, and data collection. The ILT meets weekly to discuss cycle progress and adjusts as needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers have collaborated in 3 professional learning cycles this school year. They have included formative assessments, data analysis, planning for peer observations, and looking at samples of student work. Teachers are able to set up team meetings to discuss the progress monitoring data for students who are receiving interventions and general education teachers are collaborating with special education teachers on what an effective intervention will look like. When the staff meets in grade band meetings, there is at least one ILT member leading each grade band to ensure that all staff members are receiving the same information. Teachers have used protocols throughout the year for discussing articles, looking at student work, and peer observations, but are not using them for the week to week meetings and team collaboration.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>There is not a lot of instructional coaching happening at Columbus due to the fact that we have no freed up people to provide coaching. Our new teacher support is lacking and when it is taking place it is on an informal basis. Teachers are not receiving feedback or being observed on a regular basis by peers. Peer observation and classroom visits have taken place twice this year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Although Columbus has high expectations for its students, we have not all put the focus on making our students college ready rather than high school ready. At this time, students do not have many opportunities to demonstrate leadership or speak out about what they would like to see at the school level.</p>	
	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. 	<p>Teachers at Columbus have positive relationships with the students. Students frequently still work with past teachers, either volunteering to help in the classroom, or with tutoring younger students. Behavior expectations were clearly set at the beginning of the year through PBIS. Students with disabilities are fully included in all extra curricular activities and prep classes. Students' home language and culture is respected throughout the building by allowing students to write and speak in their home language. Language differences are celebrated by having all materials sent home translated into Spanish, Ukrainian, and Polish.</p>	
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. 	<p>The majority of teachers at Columbus have been trained in PBIS. Students completed stations of learning and creating behavior expectations for themselves at the start of the school year. A new discipline form was created to show minor behaviors and major behaviors that would lead to office referrals.</p>	

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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. 	<p>When new information about school data is available, it is provided to the LSC along with our next steps for improvement. Information is translated for families so that everyone can access the information. Teachers meet with parents throughout the school year and at parent request to discuss progress and grade level expectations. Parents are also sent home grade level reading expectations with where their students are performing three times during the year. For students in pre-K, parents are informed of the application process for students who live outside of our attendance area. For students transitioning from 8th grade to high school, our counselor provides information on what schools students are eligible to apply to, application dates and testing deadlines, as well as organizing a high school fair for parents and students to gather more information.</p>	
	Ongoing communication ----->			4
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers and staff are regularly engaged in communication with parents. In addition to being available for report card pick up, teachers have hosted many curriculum nights so that parents can have a better idea of how to help their child in specific subjects. Also, teachers are available before school as well as on their prep and take a proactive approach to scheduling meetings with parents before there are academic problems that may cause a student to get</p>		
Bonding ----->			3	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Parents are encouraged to come in and discuss their child's progress whenever they feel it is needed. There have been several opportunities for parents to participate in the Columbus learning community. Some of these include math, reading, and writing nights, multicultural night, and various workshops put on for the elementary school parents. Parents are also encouraged to participate with their child in the school science fairs.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Columbus does many different things to offer help to students who may require specialized support. Many teachers make themselves available to students before school for small group tutoring, computer time, etc. Home visits are done for any child with attendance issues or other issues that the administration feels warrants a home visit. The counselor meets with parents of students</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>At this time, our focus has been more on high school choice than college choice. 8th grade students do work on a career project with the librarian to research education required for careers they are interested in.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Columbus has supported our students to achieve acceptance into CPS selective enrollement high schools, but has not really worked on the college planning process at this time.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Columbus has not had much success in offering after school actiiviites. This year there was a reading program offered but it was targeting students who were below level. We also offered an art class, chess, and choir, but all of these programs required additional</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The 8th graders complete an interest inventory as part of the EXPLORE test. The 8th graders also participate in the What's Next Illinois interest inventory and career information.</p>	
	College & Career Admissions and Affordability ----->			1
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Columbus is currently not providing parents with information about colleges.</p>	
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. 	<p>Columbus staff are very prepared to help students in the transition years. Students entering Kindergarten meet with the teacher for an orientation about the expectations and grading system for students. Parents of students in the benchmark grades are informed of the requirements and promotion policy. They are given regular updates as to how their student is doing regarding the requirements. Our counselor meets with students as early as 6th grade to start discussing high school options and requirements to ensure that 7th grade students are aware of how their performance will affect the</p>	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Columbus has identified reading as an area to focus on this year. Much of our discretionary funding has been put toward supporting that goal. We have provided money for bilingual tutors to help provide inclusive, native language based support for reading in the primary grades. We have also budgeted money for improving our nonfiction content area resources in our guided reading bookroom. We have put all available staff in classrooms during our reading block in order to reduce class sizes during reading so that students are able to get more personalized attention in smaller group settings.</p>		
	Building a Team ----->				2
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Columbus is able to observe teachers that may be considered for full time positions by placing them in classrooms as substitutes. We have built positive relationships with many substitutes that we are able to call so that even when a teacher is out, instruction is carried out with as few disruptions as possible. Teaching assistants and tutoring positions are staffed based on student needs and classroom needs.</p>			
Use of Time ----->				3	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Our schedule was redesigned last year so that every classroom could have an uninterrupted block of time for reading instruction. Struggling students receive intervention during the English Language Development block, and bilingual students receive additional instruction at that time as well. Most classrooms also have special education teachers that are providing inclusion time that benefits struggling students as well. Teachers hold grade band meetings after school weekly to analyze data, do book studies, and collaborate in grade bands as well as an entire staff.</p>			

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Columbus Elementary School seeks to create a challenging and innovative learning environment that encourages high expectations for success and life long learning through technology, the multiple intelligences, varied instructional strategies, and interdisciplinary units. Our community of learners is fostered by positive relationships with students, staff, and community members in order to empower students to become active citizens and confident, creative builders of their future.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading	Without the ability to read at grade level, students are having a more difficult time accessing available texts. Helping our lowest readers will help them to be more successful in all academic areas.
2	Math	Math is an evolving area of curriculum. We need to teach our students how to think about math rather than just compute. When looking at data from our first common core benchmark assessment, we noticed that our students were struggling the most in math and therefore would like to target math instruction in the next 2 years.
3	Attendance	Looking at our attendance data we see that we have specific students who are chronically absent. Helping get these students to school on a more regular basis will greatly increase our daily attendance percentage.
4	Technology	Based on information provided by the classroom teachers, there is a clear lack of available technology for our students to use on a regular basis. By increasing the amount and quality of technology available across grade levels, teachers will be able to increase differentiation as well as better prepare our students for high school and post secondary goals.
5	Parent and Community Involvement	Columbus has had a majority of parent involvement come at the primary grades. This has led to better staff/parent relationships and the staff would like to increase involvement at all grade levels.

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
Reading	Without the ability to read at grade level, students are having a more difficult time accessing available texts. Helping our lowest readers will help them to be more successful in all academic areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of parents will be offered quarterly reading workshops specific to their child's curriculum held at various times afterschool.	Parental Involvement	All	Staff	On-going	On-going		
Identified students will be offered additional reading support at their instructional level for at least 60 minutes for up to 3 days a week after school.	After School/Extended Day	Other student group	Administration	Quarter 2	Quarter 4		
In order to align to new curriculum standards and preparation for common core assessments teachers will be given the opportunity to collaborative and create 4 reading units using universal by design.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		
In order to provide students with appropriate reading instruction leveled content area books will be provided for at least 1 Social Studies and Science unit at all grade levels	Instructional Materials	All	Administration	Quarter 2	Quarter 4		
100% of teachers will be offered professional development opportunities outside of CPS.	Professional Development	All	Administration	On-going	On-going		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Math	Math is an evolving area of curriculum. We need to teach our students how to think about math rather than just compute. When looking at data from our first common core benchmark assessment, we noticed that our students were struggling the most in math and therefore would like to target math instruction in the next 2 years.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of math teachers will participate in Common Core professional development.	Professional Development	All	Administration	Summer 2012	On-going		
100% of teachers will have math manipulatives to help meet the various learning styles in the classroom so students can explore and understand the mathematical process.	Instructional Materials	All	Administration	Summer 2012	On-going		
100% of teachers will have math trade books that they can use to support their current math curriculums to build background knowledge in students and present real world applications of math.	Instructional Materials	All	Administration	Summer 2012	On-going		
100% of teachers will be trained on how to use RTI to support math instruction and how to integrate small group instruction into their current curriculums so that math can be differentiated more to match our reading program.	Instruction	All	Administration	Quarter 2	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
Attendance	Looking at our attendance data we see that we have specific students who are chronically absent. Helping get these students to school on a more regular basis will greatly increase our daily attendance percentage.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Columbus School will design and implement a school wide attendance incentive program as part of its PBIS program to encourage all students to come to school daily.	ILT/ Teacher Teams	All	PBIS Coordinator	Quarter 1	On-going		
The attendance coordinator will make daily phone calls and home visits to students who are truant and work with parent to make an attendance intervention plan with support from the administration.	Parental Involvement	Other student group	Administration/Attendance Coordinator	Quarter 1	On-going		
Columbus School will initiate an attendance review board to help with the transition to the full school day plan and earlier start time.	ILT/ Teacher Teams	Other student group	Administration/Attendance Coordinator	Quarter 1	On-going		



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
Technology	Based on information provided by the classroom teachers, there is a clear lack of available technology for our students to use on a regular basis. By increasing the amount and quality of technology available across grade levels, teachers will be able to increase differentiation as well as better prepare our students for high school and post secondary goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of classrooms will have a technology station with working hardware and software appropriate for each specific grade level. (Possibly in the form of lap tops for easy storage and movement between classrooms since we don't have a technology lab.)	Equipment/ Technology	All	Administration	Summer 2012	Quarter 2		
Columbus School will have money allocated for technology maintenance so when issues arise we can fix older technology that is in the building.	Equipment/ Technology	All	Administration	Summer 2012	On-going		
Columbus School will start a grant writing committee so our school can purchase the technology equipment that we can't afford in our current budget.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Columbus school will create a school website with helpful links, to keep them informed about homework assigned, and inform parents and communities about the events happening at our school.	Parental Involvement	All	Administration	Summer 2012	On-going		



Strategic Priority 4

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
Parent and Community Involvement	Columbus has had a majority of parent involvement come at the primary grades. This has led to better staff/parent relationships and the staff would like to increase involvement at all grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of teachers will have at least one positive contact with parents throughout the course of the school year.	ILT/ Teacher Teams	All	Teachers	On-going			
Columbus Elementary School will create a parent university to help parents with language skills, life skills, and home school connections. Classes will be offered to parents throughout the school year.	ILT/ Teacher Teams	All	ILT	Quarter 2	On-going		
Columbus school will initiate a school wide parent newsletter so parents can be informed about the things happening at their school.	Parental Involvement	All	Administration	Quarter 1	On-going		
The ILT will create professional learning communities with other schools to gain further understandings of successful instructional practices with teachers that teach at their same grade levels.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		



Strategic Priority 5
