CIWP

2012-2014 Continuous Improvement Work Plan

Jordan Elementary Community School

Ravenswood-Ridge Elementary Network

7414 N Wolcott Ave Chicago, IL 60626

ISBE ID: 150162990252889

School ID: 609865

Oracle ID: 22811

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Mission Statement

Jordan Community School strives to educate the whole-child through a balanced curriculum emphasizing Literacy, Math, Science, and Best Practice instruction for diverse learners. We enrich our multicultural community of faculty, students, and parents through: The Comer child development model, collaborative partnerships/volunteer efforts, and ongoing professional development.
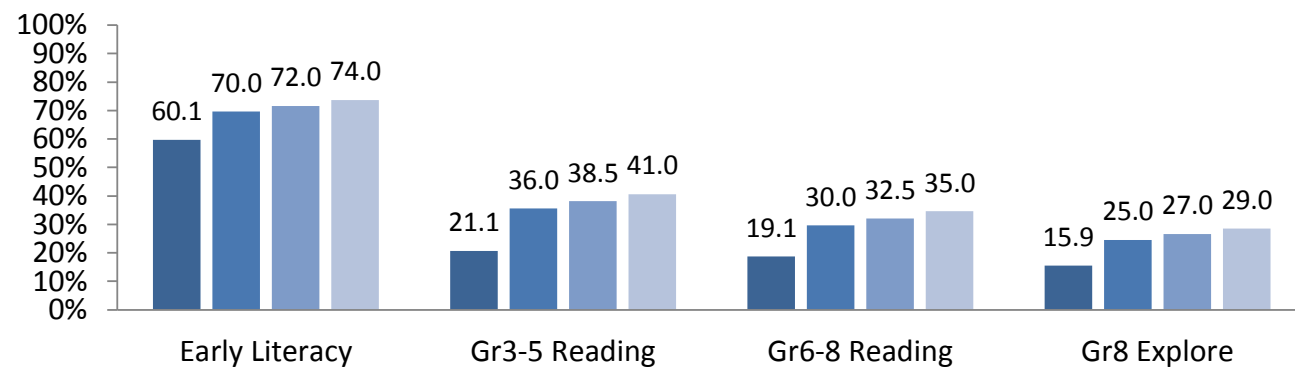
Strategic Priorities

1. Literacy

2. Common Core Curriculum Planning, Development and Implementation

3. Collaboration (Student-Student, Teacher-Teacher, School-Community)
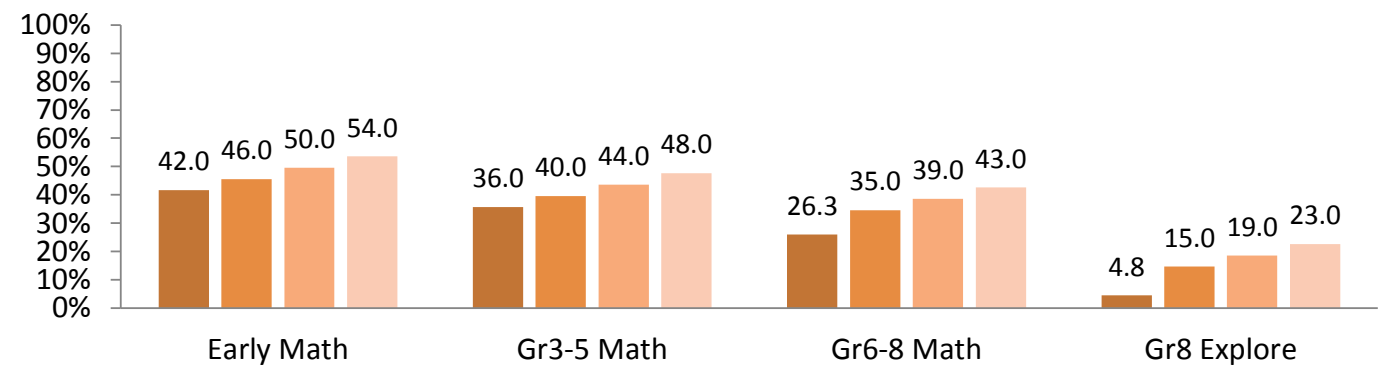
4. Culture and Climate

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	60.1	70.0	72.0	74.0
Gr3-5 Reading	21.1	36.0	38.5	41.0
Gr6-8 Reading	19.1	30.0	32.5	35.0
Gr8 Explore	15.9	25.0	27.0	29.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	42.0	46.0	50.0	54.0
Gr3-5 Math	36.0	40.0	44.0	48.0
Gr6-8 Math	26.3	35.0	39.0	43.0
Gr8 Explore	4.8	15.0	19.0	23.0

Continuous Improvement Work Plan
2012 - 2014

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Jordan Elementary Community 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
Willie J. White III	Principal
Cynthia A. Zucker	Assistant Principal
Abby Alley	Classroom Teacher
Kellie Corley	Classroom Teacher
Sheila Mc Gloon	Classroom Teacher
Gabrielle Rose	Classroom Teacher
Jorge Galvez	LSC Member
Diana Young	LSC Member
Leah Putnam	Classroom Teacher
Hannah Viana	Classroom Teacher
Daryl Stewart	Classroom Teacher
Wanda Rodriguez	LSC Member

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Jordan Elementary Community School

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	60.1	70.0	72.0	74.0	**Early Math** % of students at Benchmark on mClass	42.0	46.0	50.0	54.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.1	36.0	38.5	41.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	36.0	40.0	44.0	48.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.4	50.0	52.0	54.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.1	60.0	64.0	68.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.1	30.0	32.5	35.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	26.3	35.0	39.0	43.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	34.7	50.0	52.0	54.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	43.2	50.0	54.0	58.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	15.9	25.0	27.0	29.0	**Explore - Math** % of students at college readiness benchmark	4.8	15.0	19.0	23.0

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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	95.6	96.0	96.2	96.5		**Misconducts** Rate of Misconducts (any) per 100	16.4	14.4	12.4	10.4

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	58.4	64.4	70.4	76.4		**ISAT - Reading** % of students exceeding state standards	7.1	10.0	13.0	16.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.6	80.0	82.4	84.8		**ISAT - Mathematics** % of students exceeding state standards	16.9	20.0	23.0	26.0
ISAT - Science % of students meeting or exceeding state standards	69.0	74.0	79.0	83.0		**ISAT - Science** % of students exceeding state standards	9.3	12.3	15.3	18.3

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	We developed a theory of action to improve our school's literacy program. We then did internal rounds to assess the quality of our literacy program. Then we developed more specific grade-level band goals and next steps, which included professional development and university partnerships. From here we did another interal rounds to assess how/if we improved. We developed a literacy committee to create a school-wide philosophy on literacy instruction and began the implementation of a new literacy program.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal provides differentiated professional development when appropriate that both relates to teacher need and the theory of action. The principal sought out relationships with university partners to promote best practices in literacy. The principal is willing to provide necessary materials to support the improvement of professional practice and best practices in teachers' classrooms. The school's AVID program promotes college and career readiness. The school's mission and vision aims to foster college and career-ready students.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	We have a strong commitment from teachers in all grade levels to be a part of one or more committees, leadership groups, and other school initiatives. -ILT membership -RTI Team -School Planning Management Team -Committee Membership -Bilingual Lead -Union delegate -Full Day School Committee -Literacy Committee -Athletic Coaches -CTPP Each teacher has equity of voice in grade level, ILT and whole staff meetings.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Our ILT team consists of representatives from all constituencies and areas from the school. We developed a literacy sub-committee as an extension of the ILT in order to bring more specialized staff together to address our priority goal of improving reading in our school. We meet on a regular basis. The ILT reports to the staff at faculty meetings, PD sessions, and through weekly administrative bulletins. Members of the ILT team have led professional conversations around the development of norms, internal rounds, and peer observations.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Teachers in grades K-2 are required to keep assessment binders that house running records, sight word inventories, and any other assessment materials. Teachers often use this information to drive instruction and grade-level conversations are held around this topic. Teachers in grades 3-8 consitently analyze Scantron data to inform their instruction. They use performance series resources to create individualized goals for students in order to improve their literacy and math achievement.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Our school uses a pacing set forth by instructional materials or by individual teachers and there is not always continuity among grade-level team members. The newly formed Literacy Committee is developing a cohesive instructional philosophy to address inconsistencies. Our instructional plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge skills. Also, the texts used for instruction exposes all students to a grade-appropriate level of complexity.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	We have standards-based core instructional materials that are supplemented by many resources including computer/technology resources, leveled books, classroom libraries, teacher created/teacher purchased materials, and software. All of these resources are supportive of students with disabilities as well as varying language proficiency levels of ELLs.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Many of the assessments given to students are designed to be identical, without accommodation for learner needs. Our staff is learning about performance assessment through professional development sessions, but have not implemented this concept consistently. Each grade level administers required district assessments. Teachers are becoming more aware of the benefits of a comprehensive set of assessments (screening, diagnostic, benchmark, formative, and summative) through professional development.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Most teachers communicate the standards-based learning objective, directions and procedures, and the significance of the learning activities. Most teachers use a variety of questions, including higher-order thinking questions. Sequencing of standards-based instruction for some teachers is based partly on a basal reading program, but many teachers are moving toward best practices in reading comprehension strategies tied to the standards. Most teachers scaffold learning for learning disabled students and English language learners to engage in higher-order thinking activities and challenging text. Most teachers use formative assessment and progress monitoring to check student learning.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has several initiatives including RTI, literacy based/intervention software, bi-lingual support to help reach the needs of all students. Using data to determine the levels of intervention, students are placed in tier groups and teachers design weekly schedules to meet with the groups for intervention on a daily basis. The interventions include a combination of push-in support from resource teachers, one-on-one instruction, small groups, and some cases pull-out services. The ILT is not the team that monitors these intervention groups, however our school does have a RTI team and coordinator that meets weekly and schedules teacher conferences for support. We want to work towards the Least Restrictive Environment for our children's growth and develop a more effective model for our transitional bilingual program.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Our school put together a year long professional development plan for each constituency: Erikson Institute for primary; Loyola UDL (Universal Design of Learning) for intermediate; Interpretive Discussion for Middle school. The plan included consistent professional development and discussions during staff development days, grade level meetings, faculty meetings, and in/outside of the school. The partnerships provide experts in the fields that support teachers in enhancing their instruction using research based best practices. Teachers were able to practice what they learned and reflect with their peers, administration and university partners throughout the year.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers do meet regularly (grade level) however the meetings are sometimes composed of mixed agendas and activities. The grade level meetings however do consist of a mix of general ed teachers along with special education teachers and other specialists and administration. Our school is moving towards becoming a more collaborative and cohesive team, where all grade levels are meeting regularly for horizontal and vertical alignment and unit planning (short & long-term). The ILT is taking steps to develop teams and resources to provide additional support for teachers, especially in Literacy.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Our school currently has a school-based new teacher mentoring program and just recently began a new peer-buddy observation/coaching initiative. The school-based new teacher mentoring program meets quarterly to assist new teachers with their transition into the school environment. The peer-buddy observation/coaching initiative features classroom observations with pre and post conferences. Norms have been established and teachers follow protocol and present their own problem of practice in which they would like additional support from their peer to strengthen their instruction. Our school lost all of its coaches. Because of that all of our coaching initiatives are peer and administration based. Additionally, this makes it challenging for teachers to always receive the highest level of feedback, however the new peer-buddy system has allowed teachers to provide quality and meaningful feedback to each other.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	As a school we do not have programs necessarily geared for college bound or career-ready standards. However students do visit local colleges with some of our community partners. We do offer algebra; however, we do not currently offer a host of other activities and curriculum based programs that promote college-going culture. We have the AVID program for note-taking, Socratic circles, study skills, and college preparation. We will work with the district's goals to make the area more of a focus at the elementary level as it is in high school.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Our school forms some stong relationships with students. The staff goes above and beyond to form some close bonds with students and many of their families. Our school has several programs in place that help families to meet certain needs as well. We have several agency partnerships that work with the school administration on a regular basis to service the needs of our school community. Staff takes great effort to promote students, celebrate their culture and provide safe and warm learning environments.	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Staff and administrators take great steps to provide a safe and welcoming environment for both students and staff. With the help of social workers there are several programs and people put in place to support students with behavior intervention plans. Our school has PBIS to help promote positive behavior among the student body.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations*	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal held two informational meetings on school performance. School performance was presented to PTA, Bilingual Council, and LSC. Teachers send out letters to parents stating expectations and policies. There is an Open House annually and Family Nights (Literacy, Math and Science, Technology, etc.) in addition to report card pick-up and conferences twice a year to discuss expectations and student progress.	
	Ongoing communication	-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Most teachers communicate with parents regarding students' academic progress and needs as well as behavior concerns. However, we feel that our parent population and teachers could improve in engaging in true, ongoing systematic two-way communication (ie parents could use Parent Portal more often and teachers and parents could use other modes of communication such as email, outside of report card pick-up). For 8th grade	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	We offer a lot of opportunities for parents to participate in our school culture. We hold three to four Family Nights, a parent breakfast twice a year (Holiday and volunteer celebration), three school-wide assemblies per year, monthly parent meetings attended by both administrators.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The CPS social worker and Youth Guidance social workers collaborate to meet the social emotional needs of students. There are many in-school and out-of-school resources provided to parents and families.	
College & Career Exploration and election	--->		**1**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Students take the Explore test which has a section that explores students' interests and careers. Currently there is no direct instruction on career interests.	
Academic Planning	--->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	There are efforts to support college and career readiness. Middle school teachers have been trained in the AVID program and offer daily AVID classes to 7th and 8th grade students. We offer Algebra for qualifying 8th graders for high school credit. The school social worker has organized a Career Day. The social worker and extra-curricular programs (Big Brothers Big Sisters, BAM) have organized student trips to UIC and Loyola University on a yearly basis.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Our school offers a wide range of extracurricular activities for students from academic to performing arts, cooking classes, and athletic teams. Students can also take advantage of the Saturday Achievement Academy, and Learning Lab, which offers academic	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students take the Explore test which has a section that explores students' interests and careers. 7th and 8th grade students participate in college and career readiness assessments through the AVID program.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not Applicable	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school has addressed transitions to kindergarten, 8th, and 9th grades. However, the school could do more to address benchmark transitions. School representatives meet with the community Head Start program to inform parents of kindergarten expectations. Parent meetings are held in the summer with parents of students entering 8th grade to inform them of 8th grade expectations. High school readiness is addressed at the annual Open House and at a meeting at the start of the second semester. Sullivan H.S. staff register and counsel students at our school.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		2
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Much but not all of discretionary funds are aligned with the school's priorities and needs. Our Literacy Committe has taken the lead in articulating the resources needed to improve the school's reading program. We have many community partnerships that have been established after we were sought out by those organizations. These partnerships meet some needs of our students and staff, but we have areas of need that aren't being addressed.	
	Building a Team	-->		2
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is conducted after a vacancy or expected vacancy is identified and the candidates do not have prior connections to the school. During the interview process, the principal and vice-principal meet with candidates and often include a teacher or two to be included for their input. Hiring is based on interviews and not usually based on demonstration or sample lessons. Grade level teams are assigned based on teacher's preferences and student enrollment numbers rather than teaching styles, areas of expertise, collaborative relationships, or philosophies.	
	Use of Time	-->		2
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Classroom teachers design their time distribution based on the required number of minutes for each subject and sometimes make adjustments for student needs when necessary. Grade level teams share common prep periods throughout the week which allows for collaboration during the school day as well as before/after school. Intervention for struggling students occurs during core classes based on the teachers' scheduled times and intervals. For the middle school students, we have an interventionist for supporting them in reading who pulls them out during class on a consistent	

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

Jordan Community School strives to educate the whole-child through a balanced curriculum emphasizing Literacy, Math, Science, and Best Practice instruction for diverse learners. We enrich our multicultural community of faculty, students, and parents through: The Comer child development model, collaborative partnerships/volunteer efforts, and ongoing professional development.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy	We chose Literacy as a priority because we had 21.1% of our students grade 3-5 on grade level and 19.1% on grade level in 6-8 on the Scantron test in SY2011. Our scores are clearly below city/district/state averages. Our Theory of Action focused on increasing rigor and relevance across the curriculum, but specifically literacy.
2	Common Core Curriculum Planning, Development and Implementation	We will be held accountable to the CCSS beginning in the SY2013-2014 and want to prepare our students and staff for what will be expected in the areas of teaching and learning.
3	Collaboration (Student-Student, Teacher-Teacher, School-Community)	In our School Report Card, 15% of teachers feel that they work well together and strive for excellence. 31% of the school community feel that the school partners with families and communities and 52% of parents report feeling engaged with their school.
4	Culture and Climate	We believe that culture and climate have a huge impact on instruction and learning. Student behavior has been reported as a concern by teachers. 61% of students feel safe and 57% feel it is safe, demanding, and supportive. 51% of parents report feeling satisfied with the school environment.
5	Optional	

CIWP

2012-2014 Continuous Improvement Work Plan

Jordan Elementary Community School

CHICAGO PUBLIC SCHOOLS | CPS

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	We chose Literacy as a priority because we had 21.1% of our students grade 3-5 on grade level and 19.1% on grade level in 6-8 on the Scantron test in SY2011. Our scores are clearly below city/district/state averages. Our Theory of Action focused on increasing rigor and relevance across the curriculum, but specifically literacy.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of classrooms will provide 30 minutes sustained silent reading time with conferences during class. Money to build classroom libraries and purchase subscriptions will be budgeted.	Instruction	All	Teachers	Quarter 1	On-going		
All teachers that are a part of the Literacy Pilot program will work to integrate literacy and comprehension into content through inquiry-based research workshop. Supplemental funds will be provided to teachers who are apart of the pilot program to purchase necessary books and resources to successfully integrate literacy and content.	Instruction	All	Principal, AP, Teachers	Summer 2012	Quarter 4		
100% of teachers will teach writing through workshop model. Money is budgeted for travel expenses for the purposes of teachers attending professional development workshops (i.e. Lucy Calkins)	Instruction	All	Teachers	Quarter 3	On-going		
100% of teachers will provide small group, differentiated reading instruction. Professional texts have been purchased as a resource for teachers.	Instruction	All	Teachers	Quarter 1	On-going		
100% of teachers will explicitly teach comprehension strategies. Professional texts have been purchased for teachers to use as a resource for teaching comprehension strategies.	Instruction	All	Teachers	Quarter 1	On-going		
Administration will provide professional texts for all teachers as resources based on instructional focus. Money has been budgeted for this purpose as we value teachers being learners.	Professional Development	Not Applicable	Principal, AP	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
Common Core Curriculum Planning, Development and Implementation	We will be held accountable to the CCSS beginning in the SY2013-2014 and want to prepare our students and staff for what will be expected in the areas of teaching and learning.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core aligned instruction develivered to staff by outside consultant, network/district representatives, and/or trained school-based staff.	Professional Development	All	Principal, AP, ILT	Summer 2012	Summer 2013		
To purchase supplemental Reading and Math resources aligned with the Common Core Standards for the district-wide roll-out. Money has been budgeted to purchase informational texts to supplement classroom libraries.	Instructional Materials	All	Principal, AP, ILT	Summer 2012	Year 2		
Teachers will review and study Common Core Standards to assist in the development of lesson and unit plans, detailing teacher instruction and student learning. Money has been budgeted for extended day for teachers to participate in professional development.	Instruction	All	Teachers	Summer 2012	On-going		
100% of teachers who teach in areas involved in the district-wide roll out of Common Core Standards will revise their lesson plans to reflect the CCSS and deliver instructional methods that implement the Standards.	Instruction	All	Teachers	Quarter 1	On-going		
Audit existing non-fiction text sets school-wide to determine where supplementation is needed. Money is budgeted to purchase informational texts.	Instructional Materials	All	Principal, AP Teachers	Summer 2012	Quarter 1		

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
Collaboration (Student-Student, Teacher-Teacher, School-Community)	In our School Report Card, 15% of teachers feel that they work well together and strive for excellence. 31% of the school community feel that the school partners with families and communities and 52% of parents report feeling engaged with their school.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of staff will read professional texts over the summer and throughout the school year to participate in book club discussions to foster collaboration, improve instruction, and increase student achievement.	Professional Development	All	ILT, Teachers	Summer 2012	Quarter 1		
There will be grade level meeting schedules by quarter that includes review of student work, student data, and instructional planning.	Professional Development	All	Principal, AP	Quarter 1	On-going		
All teachers will engage in at least two peer observations a year that include a pre-conference, observation, and post-conference to encourage teacher reflection and support.	Professional Development	All	Principal, AP, ILT	Quarter 2	Quarter 4		
We will have vertical planning opportunities featured during at least four professional development sessions to ensure continuity and consistency throughout all grade levels and programs' implementation. Professional texts have been purchased for teachers.	Professional Development	All	Principal, AP, ILT	Summer 2012	On-going		
100% of students will read texts and talk about texts in book clubs, partner reading, and interpretive discussions throughout the content areas. Money has been budgeted to purchase books and book sets classroom libraries.	Instruction	All	Principal, AP, ILT, Teachers	Quarter 1	On-going		
We will hold monthly community meetings, small/large group discussions, and event planning for the benefit of improving student achievement and community enrichment to encourage greater collaboration..	Parental Involvement	All	Principal, AP, LSC, PTA	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
Culture and Climate	We believe that culture and climate have a huge impact on instruction and learning. Student behavior has been reported as a concern by teachers. 61% of students feel safe and 57% feel it is safe, demanding, and supportive. 51% of parents report feeling satisfied with the school environment.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Explicit Social Emotional Learning lesson plans will be developed by PBIS Team to be used by teachers (PBIS Cool Tools and other Social Emotional Learning curriculum) to assist students in meeting school-wide expectations and develop students' social-emotional skills to maximize academic potential.	Instruction	All	Principal, AP, PBIS coach, PBIS Team	Summer 2012	Summer 2012		
Using behavioral and anecdotal data to identify needs, develop and teach lesson plans to reinforce expectations	Instruction	All	Principal, AP, PBIS coach, PBIS Team	Quarter 1	On-going		
PBIS Team and School Administators encourage classroom teachers to attend classroom management trainings and conduct in-school PD on incorporating school-wide goals into classroom practices. Money is budgeted for teachers to attend professional development.	Professional Development	All	Principal, AP, PBIS Team	Quarter 1	Quarter 2		
PBIS Team collects and assesses school-wide climate dataand focuses on identified areas needing improvement to tweak policies if necessary.	After School/ Extended Day	All	PBIS coach, PBIS Team, and Administration	On-going	Summer 2013		
PBIS Team holds a school wide expectations kick-off during the first month of school. Money is budgeted for substitutes (for teachers to go to PD) and extended school day activities.	Other		PBIS coach, PBIS Team, and Administration	Quarter 1	Quarter 1		
Identify vendor and purchase services to provide/collaborate on parent skill development around Social Emotional Learning (SEL). Money is budgeted for parent classes and workshops.	Parental Involvement	All	PBIS coach, PBIS Team, and Administration	Quarter 2	Quarter 2		

Strategic Priority 4

PBIS Team holds a parent training centered around PBIS goals, SEL curriculum and school goals. Money is budgeted for parent workshops.	Parental Involvement	All	PBIS coach, PBIS Team, and Administration	Quarter 3	Quarter 3		
End of year celebration with staff and students exemplifying SEL competencies.	Other	All	PBIS coach, PBIS Team, and Administration	Quarter 4	Quarter 4		
School Administrators monitor implementation of SEL curriculum through regular observations.	Other	All	Principal, AP	On-going	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