Barbara Vick Early Childhood & Family Center

Rock Island Elementary Network

2554 W 113th St Chicago, IL 60655

ISBE ID: 150162990253781

School ID: 609871

Oracle ID: 26731

Mission Statement

Our mission at the Barbara Vick Early Childhood and Family Centers is to provide a developmentally appropriate, play-based, child-centered curriculum aligned with the Illinois Early Learning Standards guided by the Common Core Standards, thus maximizing the learning potential of all children. The staff will create an inclusive and nurturing environment that fosters enthusiasm and develops a love of learning while supporting the individual needs of the whole child. Through our extensive parent support programs, we will encourage families to be active participants in their child's education and provide information, support and resources throughout the community. Our commitment to professional growth is demonstrated through our comprehensive professional development provided by a variety of consultants as well as our own staff
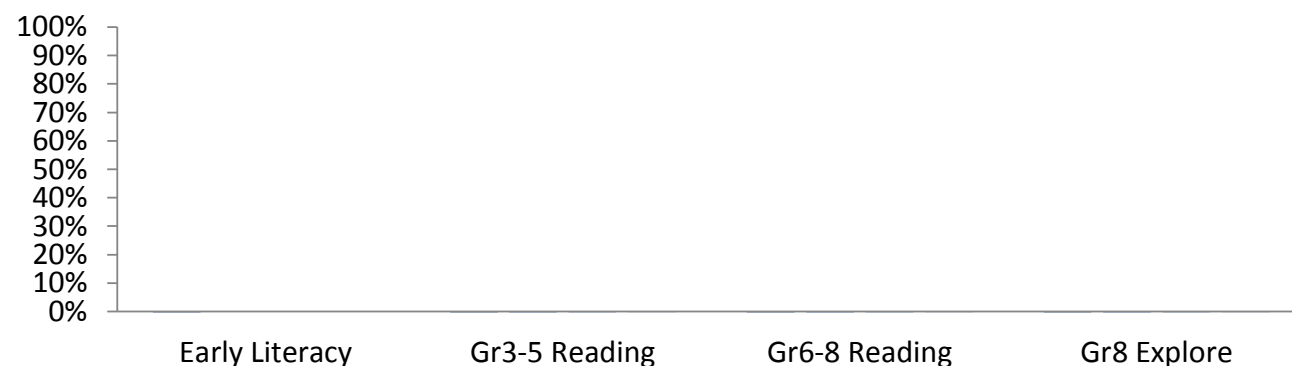
Strategic Priorities

1. The implementation of a more standardized approach to literacy instruction throughout the buildings and how it will support our transition to the Common Core.

2. Support a continued focus on the Social Emotional development of our students and how best to support them throughout this critical time in their development.

3. Develop meaningful, reflective communication strategies using a Problems of Practice model within a supportive peer environment, offer suggestions and strategies without censure and debrief the process together.

School Performance Goals

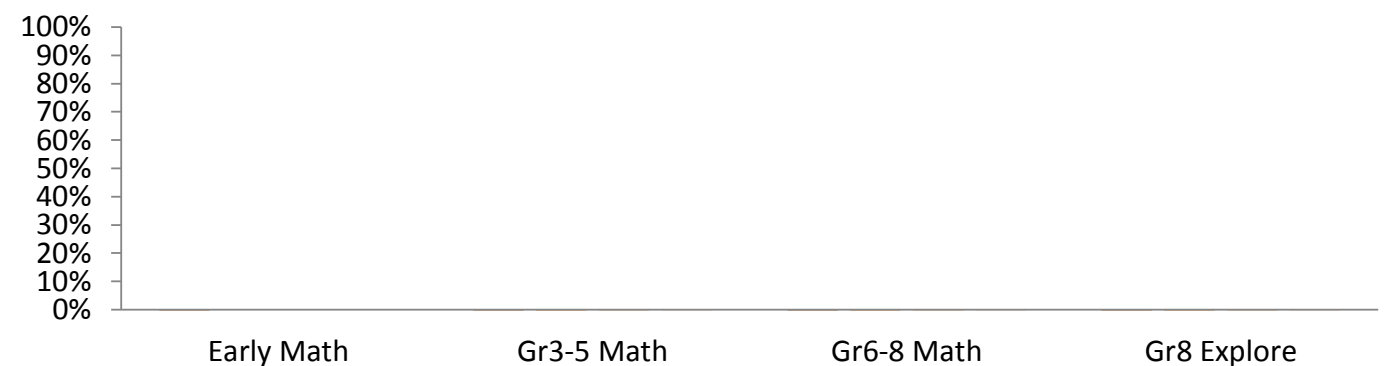### Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Early Literacy | Gr3-5 Reading | Gr6-8 Reading | Gr8 Explore

Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Early Math | Gr3-5 Math | Gr6-8 Math | Gr8 Explore

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Barbara Vick Early Childhood & Family Center

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
Cathy Lawton	Principal
Amy O'Connor	Assistant Principal
Kathy Heffernan	Classroom Teacher
Kate Holland	Classroom Teacher
Rose Major	Special Education Faculty
Mary Clifford	Classroom Teacher
Elma WeeSit	Special Education Faculty
Patrice Thomas	Lead/ Resource Teacher
Lisa Healy	ELL Teacher
Joan Maher	Lead/ Resource Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Barbara Vick Early Childhood & Family Center

CHICAGO PUBLIC SCHOOLS | CPS

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	NDA					**Early Math** % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	DNA	DNA	DNA		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	DNA	DNA	DNA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	DNA	DNA	DNA		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	DNA	DNA	DNA
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	DNA	DNA	DNA		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	DNA	DNA	DNA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	DNA	DNA	DNA		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	DNA	DNA	DNA
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	DNA	DNA	DNA		**Explore - Math** % of students at college readiness benchmark	NDA	DNA	DNA	DNA

Elementary Goal Setting

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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	60.9	85.0	90.0	93.0	**Misconducts** Rate of Misconducts (any) per 100	0.0	0.0	0.0	0.0

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	NDA	DNA	DNA	DNA		**ISAT - Reading** % of students exceeding state standards	NDA	DNA	DNA	DNA
ISAT - Mathematics % of students meeting or exceeding state standards	NDA	DNA	DNA	DNA		**ISAT - Mathematics** % of students exceeding state standards	NDA	DNA	DNA	DNA
ISAT - Science % of students meeting or exceeding state standards	NDA	DNA	DNA	DNA		**ISAT - Science** % of students exceeding state standards	NDA	DNA	DNA	DNA

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	--->		**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The Center has a clear, strategic plan that deliniates the school's priorities with specific objectives and expected outcomes.	
	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 ensures professional learning is aligned to student growth and staff interests/needs. Teachers identify interests/needs through participation in weekly grade level meetings, one-to-one conferences and individual goal setting excercises. Staff participates in year-long opportunities provided by the Office of Early Childhood Education and the Office of Special Education and Supports The CPS Framework For Teaching is utilized to monitor instructional practice and provide constructive feedback and self-reflection; continuously working towards improvement. Internal and external communications are aligned with the Mission of the school, allow for Parent and Community collaboration and provide opportunities for involvement. Principal provides time in the school calendar to share data and information regarding the growth and development of the students. Through Parent Conferences, IEP meetings, Principal Coffees and newsletters, parents remain informed about the assessment systems used in the school; specifically Teaching Strategies Gold and AEPSI.	

Date Stamp November 22, 2012

School Effectiveness Framework

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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	Over the course of a school year teachers have the opportunity to perform Leadership Roles in some capacity: Organizing & planning both Parent-Child Activity days and Field Trips Mentoring new teachers, student teachers and pre-service teachers through our partnership with Saint Xavier University. Committee Chair Leading discussion at team meetings, curriculum meetings, grade level meetings including sharing information and the creation of data collection forms. Attending Professional Development & sharing/training with peers Teachers and staff work to develop relationships with families, providing opportunites to participate in daily classroom activities. Union Representative keeps staff informed on issues related to workplace collective bargaining information. Teachers are given chances and opportunities to speak at meetings and to voice opinions. EX: protocol of sharing	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The Instructional Leadership Team (ILT) consists of 3 general education teachers, 2 special education teachers, Parent Coordinator, Case Manager, Principal and Assistant Principal. The ILT divides their time between discussing the improvement of teaching and learning and the operations of the school. The ILT analyzes school wide data and provides feedback to the classroom staff. The ILT counsels the administration on proposed procedures and activities. The ILT facilitates two-way communication and engages staff in decision-making that advances the school's strategic focus by making available the ILT's agenda and minutes from each meeting in a binder located in the main office of the school. The ILT engages in regular reflection upon the processes and effectiveness through the implementation of group norms and expectations.	
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.	The school is beginning to analyze student performance data gathered from the two assessment systems utilized in the classrooms: Teaching Strategies Gold in the PreSchool For All and blended classrooms and AEPSI in the two instructional ECSE rooms. Additionally teachers use observational data and anecdotals to report on children's progress within the assessment systems. The CPS Framework for Teaching is used to promote self-reflection at the teacher level.	

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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.	Three classrooms piloted implementation of the OWL (Opening the World of Language) curriculum which will map out the Common Core standards for Early Childhood. Each teacher develops their own unit of study based on the interests of the children in their classroom and is aligned to the Illinois Early Learning Standards. Short and long-term goals are developed for each child in order to achieve the appropriate levels of differentiation necessary to ensure that children with disabilities and English Language Learners (ELLs) are able to fully access the curriculum. Necessary supports are put into place to support children as they gain the skills and knowledge to succeed in school.	
	Instructional materials	--->		**4**
	• 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).	High quality instructional materials that are aligned to the developmental stages of young children are available within classrooms and throughout both school facilities. Engaging environments serve to provoke children's learning through hands on exploration and interaction. Professional grade art materials are provided to support children's self-expression through the use of: clay, wire, charcoals, watercolors. Natural materials are used to provide a connection to the world	

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		-->	**3**
• 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.	Data is available from Teaching Strategies Gold (TSG) and the AEPSI immediately after each of the assessment cycles, and can be examined at the whole school level, classroom level or individual student level. Teachers and Administration review assessment results to provide a basis for follow up discussions within classroom and grade level teams in order to meet unique student needs. A variety of standardized and teacher made assessments (e.g., screenings, student work samples, anecdotal reports, checklists, diagnostic tools) are utilized within each classroom to ensure that all aspects of a child's development are being monitored. Assessment methods are aligned with the Illinois Early Learning Standards and are currently being aligned with Common Core standards. Assessment accomodations and modifications are in place to ensure that students with disabilities and ELLs are able to accurately demonstrate current levels of development.	

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School Effectiveness Framework

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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.	Each teacher uses formative assessments throughout the school day to monitor student progress and determine the appropriate student grouping: large, small or individualized grouping to maximize student learning. Each teacher differentiates student tasks and assessments based on the learning needs of the children, including students with disabilities and ELLs. Each teacher strives to use a variety of questioning strategies that promote student thinking and a greater understanding of the subject matter and increase discussion amongst and between peers. Teachers collaborate to support project based learning activities that enhance and extend the classroom curriculum. Staff is working on effectively integrating technology throughout every classroom in a developmentally appropriate manner.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school admisters the ESI-R screening tool to students enrolled in the PFA program within the first few weeks of school. ELL students are screened using the PRE-IPT screening tool. Classroom teams meet with the auxiliary support team on a bi-monthly basis to discuss concerns about individual students, plan for interventions, and follow up on students progress. Interventions at the early childhood level include in-class small group instruction, push-in support provided by specialists, one-on-one support and the creation and use of individualized materials and resources. The school utilizes a continuum of services to provide the appropriate level of support as required by a child's LRE specifications and placement. Low incidence, instructional and team-taught inclusive classrooms are available.	
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.	The school is currently involved in a multi-year professional development series focused on the philosophies and practices of the Reggio Emilia Approach to education. Teachers enroll and attend a year-long series of Professional Development provided by the Office of Early Childhood Education. Early Childhood Special Education staff have the opportunity to attend various workshops presented through the Office of Special Education and Supports. The school staff engaged in a discussion of the book, Beyond Classroom Management which explored the social emotional development of young children. They have dedicated many hours	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Classroom teaching teams collaborate on a daily and weekly basis to analyze student data, plan for weekly instruction and look intentionally at student work. Teams share ownership for results in student growth and development. Grade level teams meet weekly to discuss general education and/or special education issues, information and supports. The teachers within each group share ownership for staying abreast of current legal and procedural updates and requirements. Classroom teams and auxiliary support professionals meet on a bi-monthly basis to discuss concerns about individual students, possible interventions, and monitor progress for students receiving additional support. Teams are inclusive of general education, special education, ESP, Case Manager and service providers. Classroom teams join in weekly curriculum planning sessions centered around on-going work in each classroom and analyzing	
	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.	Teachers receive differentiated in-class support based on self-assessment or administrator identified areas of need. New teachers are provided with an experienced teacher mentor on staff to use as a resource and support. Individual teachers and classroom teams complete yearly goals that are tailored to their needs and visions for themselves and their classrooms. The school utilizes all components of CPS Framework for Teaching, providing quality feedback in a timely manner and allowing time to nurture reflective practice in individual teachers.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		3
DIMENSION 4:Climate and Culture	• 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	Every staff member reinforces the school expectations for all students to come to school every day. All students are encouraged to share, in whichever way possible, their thoughts and feelings about what they are learning in school. Students with disabilities and ELLs are provided with alternative means with which to communicate.	
	Relationships	-->		4
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	All students have a team of people who care about them deeply and have established relationships with family members to create a network of support between home and school. Through the implementation of BEYOND CLASSROOM MANAGEMENT social emotional development practices and the CALM CLASSROOM curriculum, our students and faculty practice respectful, developmentally appropriate interactions and responses to undesired behavior. Students with disabilities and ELLs are fully engaged in these practices alongside their general education peers. Vick maintains a high level of parent and family involvement in the classrooms, at workshops and meetings and at school sponsored events. Parent participation at conferences is historically at 95% or above.	
	Behavior& Safety	-->		4
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school implements a developmentally appropriate approach to student discipline and behavioral interventions that supports positive, friendly interactions, consisting of redirection, making choices between alternative activities and visuals used to support children's positive choices. The entire staff provides and maintains a warm, welcoming environment that supports the safety and physical well being of all students, staff, families and visitors while enriching the learning.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations*	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Administration and staff provide programmatic information to prospective families through the application process, school tours and intake meetings for students with diabilities. Orientation occurs at the classroom level to allow for an individualized approach for parents. This allows parents to learn not only the expectations of the school but of the individual classroom team as well. Administration and staff provide parents with information regarding school choices for the transition to Kindergarten. Administrators and teachers from the 26 schools that the Vick Center feeds into are invited to participate in our yearly Transition to Kindergarten parent information events. The Parent Coordinator and Case Manager work with the local	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Administration and staff engage in ongoing, two way communication with parents to ensure that they are aware of their child's development and how they can support their child's learning at home via face-to-face conferences, email, progress reports and newsletters. Administration and classroom staff develop newsletters to keep all families aware of events at the school level. Newsletters are sent	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The Vick Center provides a warm, nurturing environment where staff strives to make all families feel safe and welcome. The Parent Coordinator maintains a welcoming space where families can enjoy a cup of coffee and a snack while getting to know one another and bond over the shared experience that is parenthood. The Case Manager conducts intake meetings to welcome new parents of children with disabilities into the Center. The Parent Coordinator provides parenting classes (STEP) three times a year at no cost to families. The Principal hosts coffees to provide dedicated time for parents to	

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.	School staff counsels and collaborates within our school community to provide intensive outreach to families in need of extra support; reaching out to social service agencies when necessary. Through home visits, one-on-one sessions, parenting classes, workshops and individualized support, staff works to make sure our families have what they need to be successful.	
College & Career Exploration and election	-->		**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Families are provided with ongoing access to information that pertains to opportunities for their child's next school experience. Options for Knowledge workshops, school visits, and Transition to Kindergarten meetings are offered to allow parents as much information as possible when making this important decision	
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.	The school provides support for families during this critical time in their child's development. Progress monitoring, parent conferences and interventions are utilized to ensure that all children, including those with special needs and ELLs, are able to fully access the curriculum and acheive the goals set for by them by staff and parents. Administration and teachers regularly evaluate student data from TSG and AEPSI to identify trends in student performance, ensure a high level of rigor and mastery of skills to develop curriculum.	
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.	Due to the ages of the students the engagement and enrichment activities provided by the school are intended for the entire family to participate and are offered on a monthly/bi-monthly basis.	

Left margin vertical text: 6: College and Career Readiness Supports

2012-2014 Continuous Improvement Work Plan

Barbara Vick Early Childhood & Family Center

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
College & Career Assessments	-->		**4**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Teaching and learning at the early childhood level is intended to lay the foundation for all future college and career success. Our curriculum has a strong focus in preparing our students to be problem solvers, collaborative learners, creative thinkers and to always do their best.	
College & Career Admissions and Affordability	-->		**3**
• 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.	The school ensures that families have an early and ongoing understanding of the process in place to apply, register and eventually enroll in either their neighborhood school or an Options for Knowledge school for their child's Kindergarten year. Transition to Kindergarten meetings, school tours and IEP meetings all help to provide parents with the necessary information.	
Transitions	-->		**4**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Through an extensive Transition to Kindergarten program, Vick teachers and kindergarten teachers from several local CPS and parochial schools meet to discuss the expectationss that teachers have and how our Vick students are meeting those expectations. Parents are then provided the opportunity to attend a panel discussion with the local Kindergarten teachers to gather information about the local options and ask any questions that they may have. Teachers and families of general education, special education and ELLs are all encouraged to attend.	

DIMENSION

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school aligns it's resources with the identified instructional priorities. Time, people and money are allocated to best support and accomplish these priorities. The Administration and staff seek out current grant opportunities that will best support our student population and our identified instructional priorities.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Teacher teams are included in the multi-step hiring process. From identifying viable candidates, conducting interviews, observing a candidate teach within our classroom environments and debriefing the experience, a team of staff members participate throughout the entire process. The Administrative team actively works to build a potential pool of candidates through student teachers, referrals from colleagues and the Teacher-Fit system.	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The Vick Center designs their schedule based on developmentally appropriate expectations for children ages three through five and guidelines from the Office of Early Childhood and the Office of Special Education and Supports, thus offering half day sessions. The Vick Center monitors the start and end times of local schools to ensure that our families have the necessary time to arrive and depart from our school in a safe and timely manner. The school schedule allows for weekly, meaningful collaboration within classroom teams, amongst and between classroom teams	

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

Our mission at the Barbara Vick Early Childhood and Family Centers is to provide a developmentally appropriate, play-based, child-centered curriculum aligned with the Illinois Early Learning Standards guided by the Common Core Standards, thus maximizing the learning potential of all children. The staff will create an inclusive and nurturing environment that fosters enthusiasm and develops a love of learning while supporting the individual needs of the whole child. Through our extensive parent support programs, we will encourage families to be active participants in their child's education and provide information, support and resources throughout the community. Our commitment to professional growth is demonstrated through our comprehensive professional development provided by a variety of consultants as well as our own staff experts.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	The implementation of a more standardized approach to literacy instruction throughout the buildings and how it will support our transition to the Common Core.	Data from the TSG assessment system shows an uneven rate of student growth across all classrooms. Implementing a more standardized approach to literacy instruction will help to ensure that all children are receiving equitable high quality instruction across all classrooms.
2	Support a continued focus on the Social Emotional development of our students and how best to support them throughout this critical time in their development.	Children need a strong foundation of support and guidance in order to develop a positive self image as a learner. The early childhood years are a critical time of growth and development in this area. Anecdotal and observational data from the classrooms support the need for a continued focus on social emotional development.
3	Develop meaningful, reflective communication strategies using a Problems of Practice model within a supportive peer environment, offer suggestions and strategies without censure and debrief the process together.	The ability to have open, honest dialogue about teaching practice within a supportive peer environment will lead to better instructional practices throughout the classrooms due to sharing of best practice throughout the staff.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
The implementation of a more standardized approach to literacy instruction throughout the buildings and how it will support our transition to the Common Core.	Data from the TSG assessment system shows an uneven rate of student growth across all classrooms. Implementing a more standardized approach to literacy instruction will help to ensure that all children are receiving equitable high quality instruction across all classrooms.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase and implement with fidelity the OWL (Opening the World of Learning) curriculum for all classrooms.	Instructional Materials	All	Administration	Summer 2012			
Schedule Professional Development for the OWL.	Professional Development	All	ILT/Teachers Administration	On-going			
Purchase consumables for the creation of supplemental materials to enhance the OWL curriculum.	Instructional Materials	All	Teachers and Administration	On-going			
Research and develop rubrics to analyze authentic student work.	ILT/ Teacher Teams	All	ILT/Teachers Administration	Quarter 1			
Maintain/purchase equipment contracts (copier/laptops/desktops & iPads) for technnology integration.	Equipment/ Technology	All	ILT/Teachers Administration	Quarter 1			
Participate in inter-rater reliability for TSG.	Professional Development	All	ILT/Teachers Administration	Summer 2012			
Allocate one after-school professional development session per month to analyze data from TSG and AEPSI in order to inform instructional planning.	ILT/ Teacher Teams	All	ILT/Teachers Administration	On-going			
Implement the Music LEAPS program.	Instruction	All	Suzuki-Orff	On-going			
Continue hosting literacy based family involvement events: family reading nights, sing a long, storytellers.	Parental Involvement	All	Parent Coordinator/teachers/Administration	On-going			
Purchase additional books in a wide variety of genres to align with the Common Core, ie. Poetry, non-fiction, and informational text in varying levels of difficulty. Include Bilingual titles in all genres.	Instructional Materials	All	ILT/Teachers Administration	Quarter 1			

Strategic Priority 1

ILT and Administrative Team will assess teacher interest and needs and create a Professional Development calendar for after-school time. The calendar will include training on the implementation of OWL, AEPSI, Curriculum planning, assessment mapping, and the development of topics/units of study aligned to the Common Core Standards.	ILT/ Teacher Teams	All	ILT/Administration	On-going			
Through the implementation of the longer school day, blocks of time will be available for teachers to consult with one another on literacy activities and peer counseling; including how to adapt curriculum for ELLs and students with disabilities.	ILT/ Teacher Teams	All	Teachers and Administration	On-going			
Continue to educate students with special needs within their LRE and/or within their peer groups.	ILT/ Teacher Teams	Students With Disabilities	Teachers and Administration	On-going			
Allocate funds for admission and transportation for student field trips in order to extend learning, include real world and hands on experiences.	Instruction	All	Teachers and Administration	On-going			
Develop what 3 year old students should "Know and Be Able to Do".	ILT/ Teacher Teams	All	ILT/Teachers Administration	Quarter 1			
Host Scholastic Book Fairs in the Fall and Spring to provide high quality books for purchase by families and to supplement exisiting classroom libraries with both English and Bilingual titles.	Instructional Materials	All	Parent Coordinator, School Clerk and Assistant Principal	Quarter 1			
Utilize existing and newly purchased technology within the classrooms to capture student learning and/or Problems of Practice.	Equipment/ Technology	All	Teachers	Quarter 1			
Offer Common Core Standards informational sessions to prepare parents for the expectations upon entering Kindergarten.	Parental Involvement	All	Parent Coordinator, Teachers, and Administration	On-going			
Continue with Transition to Kindergarten meetings.	Parental Involvement	All	Parent Coordinator, Teachers, and Administration	Quarter 4			

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
Support a continued focus on the Social Emotional development of our students and how best to support them throughout this critical time in their development.	Children need a strong foundation of support and guidance in order to develop a positive self image as a learner. The early childhood years are a critical time of growth and development in this area. Anecdotal and observational data from the classrooms support the need for a continued focus on social emotional development.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to address the social emotional needs of the children, using a variety of texts. Including but not limited to: "Beyond Classroom Management:The Six Life Skills Children Need to Thrive in Today's World" and "Beyond Behavior Management, Description & More Details, Second Edition".	Professional Development	All	ILT and Administration	Quarter 1			
Purchase "Beyond Behavior Management, Description & More Details, Second Edition" for all classrooms.	Professional Development	All	Administration	Summer 2012			
ILT will assess teacher interest and needs and create a Professional Development calendar for after-school time. The calendar will include training on the implementation of OWL, AEPSI, Curriculum planning, assessment mapping, social emotional development, and the development of topics/units of study aligned to the Common Core Standards.	ILT/ Teacher Teams	All	ILT/Teacher Teams Administration	On-going			
Hire a consultant to support staff in transitioning from a dicipline focused model of classroom management to a more developmentally appropriate model of positive feedback and support, working towards encouraging social emotional development in children and fostering positive classroom culture.	Professional Development	All	ILT/Teacher Teams Administration	On-going			
Utilize the Pathways to Play checklist and research in order develop play interventions to support the acquisition of new play skills within the classrooms.	Instruction	All	Teachers	On-going			

Strategic Priority 2

Monitor student interactions through the use of observational data and anecdotal notes in order to develop rubrics that will identify and quantify areas of student growth.	Instruction	All	Teachers	On-going			
Implement Calm Classroom strategies to support overall development of a focused classroom community.	Instruction	All	Teachers	On-going			
Host parent workshops/meetings centered around the topic of Social-Emotional development in young children.	Parental Involvement	All	Parent Coordinator	On-going			
Offer STEP (Systematic Training For Effective Parenting) classes, including the purchase of textbooks.	Parental Involvement	All	Parent Coordinator	On-going			
Utilize existing and newly purchased technology within the classrooms to capture student learning and/or Problems of Practice.	Equipment/ Technology	All	Teachers	Quarter 1			
Continue to educate students with special needs within their LRE.	Instruction	Students With Disabilities	Teachers and Administration	On-going			

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
Develop meaningful, reflective communication strategies using a Problems of Practice model within a supportive peer environment, offer suggestions and strategies without censure and debrief the process together.	The ability to have open, honest dialogue about teaching practice within a supportive peer environment will lead to better instructional practices throughout the classrooms due to sharing of best practice throughout the staff.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Set aside time within the longer school day schedule for teacher teams to identify and share Problems of Practice, allowing peers to provide constructive feedback, brainstorm solutions and stay informed of progress.	ILT/ Teacher Teams	All	ILT/Teachers and Administration	Quarter 1			
Utilize NSRF (National School Reform Foundation) protocols when meeting with staff to ensure equity of voice within the group and provide an atmosphere of mutual respect and support.	ILT/ Teacher Teams	All	ILT/Teachers and Administration	On-going			
Research and develop rubrics to analyze authentic student work.	ILT/ Teacher Teams	All	ILT/Teachers and Administration	Quarter 1			
Utilize existing and purchase new technology within the classrooms to capture student learning and/or Problems of Practice.	Equipment/ Technology	All	Teachers	Quarter 1			
Set up a rolling schedule within the buildings for classroom teams to take the lead on the presentation and discussion of Problems of Practice within their classrooms.	ILT/ Teacher Teams	All	ILT/Teachers and Administration	Quarter 1			
Establish a peer-to-peer observation schedule for all staff who are interested.	Instruction	All	ILT/Teachers and Administration	Quarter 1			
Engage staff in team-building activities in order to build teacher trust throughout the staff.	Professional Development	All	ILT/Teachers and Administration	Summer 2012			
Investigate other states work with the expansion of the Common Core Standards into Early Childhood in order to develop pacing guides and units of study..	Professional Development	All	ILT/Teachers and Administration	Summer 2012			

Strategic Priority 3

CIWP

2012-2014 Continuous Improvement Work Plan

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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