



# Nathan S Davis Elementary School



## 2012-2014 Continuous Improvement Work Plan

Pershing Elementary Network  
3014 W 39th Pl Chicago, IL 60632  
ISBE ID: 150162990252149  
School ID: 609876  
Oracle ID: 22891

### Mission Statement

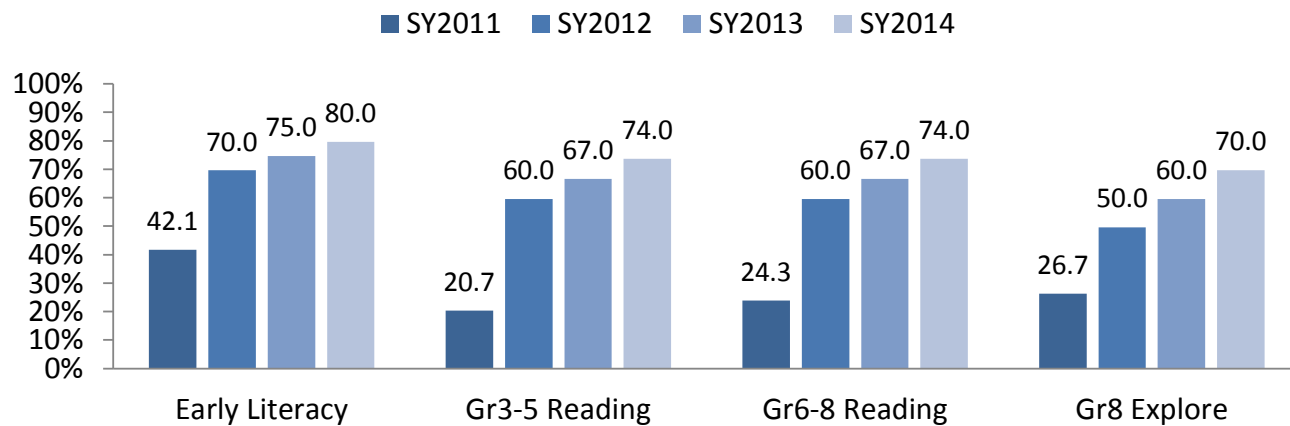
Nathan S. Davis Elementary School is composed of teachers, parents, staff and students who believe all children can learn. It is our mission to create a safe, nurturing environment that fosters educational creativity through cultural acceptance, individual diversity and social emotional development. We will reach our mission through implementation of best practice, and data driven, research based strategies. Our ultimate goal is to prepare well-rounded students that can essentially question, have enduring understanding and be prepared to be successful in a technology driven society.

### Strategic Priorities

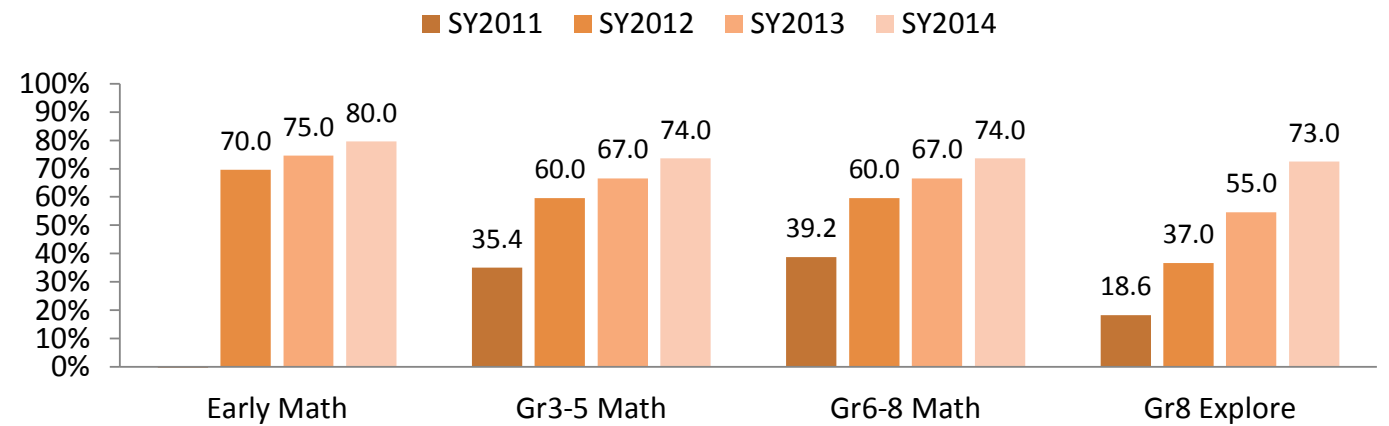
1. Reading ISAT scores- Increase amount of students meeting and exceeding from 61.1% to 95% by SY 2014 Testing
2. Math ISAT Scores- Increase the amount of students in Meet & Exceeds from 78.4% to 91% by SY 2013 Testing
3. Teachers will incorporate digital lessons throughout their teaching strategies on a weekly basis
4. Increase parent involvement from 100 consecutive parent to 200 parents at meetings
5. Improve Teacher Leadership through the use of Highly Effective Teams such as ILT, RTI, and Curriculum Teams

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

**Developing a CIWP Team**

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

CIWP Team	
Name (Print)	Title/Relationship
Santos Gomez	Principal
Monica Miller-LoCoco	Assistant Principal
Judin Bonilla	LSC Member
Doreen Fernandez	LSC Member
Juan Morales	Support Staff
Norma Cahue	Classroom Teacher
Kathy Demma	Classroom Teacher
Irma Guerra	Classroom Teacher
Alex Vignettes	Classroom Teacher

## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	42.1	70.0	75.0	80.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	70.0	75.0	80.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	20.7	60.0	67.0	74.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	35.4	60.0	67.0	74.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	44.4	60.0	67.0	74.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.3	67.0	72.0	77.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	24.3	60.0	67.0	74.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	39.2	60.0	67.0	74.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.2	60.0	67.0	74.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	61.4	67.0	72.0	77.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	26.7	50.0	60.0	70.0		<b>Explore - Math</b> % of students at college readiness benchmark	18.6	37.0	55.0	73.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.1	96.0	96.0	96.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	2.4	2.3	2.2	2.1

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	61.1	76.0	89.0	95.0		<b>ISAT - Reading</b> % of students exceeding state standards	9.2	16.0	22.0	27.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	78.4	85.0	91.0	96.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	16.2	260.0	36.0	46.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	65.7	71.0	78.0	85.0		<b>ISAT - Science</b> % of students exceeding state standards	5.9	12.0	19.0	25.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>We started September with setting goals for the school year, Teacher Handbook of Procedures, Scantron gives us target goals, DIBELS/IDEL, SIPAAA Goals, grading scale, Vision/Mission driven</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Weekly staff meetings, dialogues, parent meetings, professional development, Curriculum Leveled Meetings, Teacher Evaluation Process, Classroom Visits, Committee Meetings, Open Parent Forums</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	ILT Team, RTI Team, Bilingual Program, Curriculum Leveled Meetings, Weekly Staff Meetings, Teachers sharing Best Practice, Participation in Staff Professional Development, Kinder Coaching, i3 Grant Professional Development, Common Core PD, Teachers write grants, Brighton Park Neighborhood Council involvement in academic programs	



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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>irregular meetings, focus needs to be revisited, Teacher commitment for entire school year is needed</p>	<b>1</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Review on a regular basis, data driven , instruction, students needs met based on assessment analysis</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	Year long goals developed on an individual basis, teacher driven pacing, Illinois Standards guided instruction	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Instruction consist of mostly publisher text, differentiation is at a developing stage	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Required assessments are given in a timely manner, data boards are used on a regular basis to analyze Scantron Data, Teacher Teams meet regularly to analyze assessment data na implement instruction accordingly. Teachers meet with children on an individual basis to discuss their assesment scores and devleop goals to reach targets.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers explicitly explain objectives of lesson, teachers make learning relevant to real world, students are able to explain what task they are doing and it's importance.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Response to Interventions Team meets on a regular basis, Teachers identify students in need of intervention after the first grading period, students identified are discussed on a regular basis to identify effective interventions, staff is identified for providing interventions at the benchmark grades.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Administration develops professional development based on student need, administration monitors evidence of professional development sessions during classroom visitations</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Teachers meet weekly during Curriculum Level Meetings which are guided by administration, Teams are comprised of general education, special education and resource teachers. Teachers regularly analyze assessment data and change instruction accordingly.	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	This year coaching is concentrated on specific grade levels, peer observation is at an emerging stage.	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Advisory has been started in the middle school, Gear up is also providing service to 7th and 8th grade students.		
	<b>Relationships</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	Advisory has begun in the 4th quarter. BPNC provides Young Mens Group, Womens Group, and Academic Support. Teachers treat students with respect. Special Education students are integrated into the general education classrooms. Teachers provide clear objectives and requirements so that children are able to succeed.		
<b>Behavior &amp; Safety</b> ----->				<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	All classrooms have created and implemented classroom rules as a group. Teachers are consistent with expectations for behavior in their classroom.		



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Every student has an agenda for home/school connection, Open House, Discipline Handbook, Orientation, Monthly Calendar, Parent/Teacher Meetings, Report Card Pickup, Phone calls home	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	First week of school year is observed as "Getting to Know You", Parent Portal, Conferences between Parent/Teacher, Assessment Reports, Monthly Calendars, Phone calls home, Open House	
	<b>Bonding</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	Assemblies, Parent Letters, Classes for Parents, Parent Participation, Parent Classes, Parent Organizations, Parades	



### 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
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Social Service visits, Security Visists, Counselor Visits	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Gear Up, college resarch projects, field trips, EXPLORE assessment, Teacher Conversations	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Teachers teach study skills, note taking skills		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Field Trip to Universities, BPNC, Advisory, LOVE program		

## 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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	School adminsters EXPLORE, ISAT and Scantron assessments	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Not Applicable	
<b>Transitions</b> ----->			<b>1</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	Teachers work on transitions from grade to grade through collaboration meetings.	

## 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>CIWP (SIPAAA) drives discretionary funding, based on schools needs and priorities, Brighton Park Neighborhood Council (outside funding), GearUp (i3 Grant), Junior Achievement</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Interview process is conducted by Administrative Team and Grade level team is comprised for demonstration lesson, Teachers give input inti needed position</p>	
	<b>Use of Time</b> ----->			<b>3</b>

## 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
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Aides assist in the classroom with supplemental instruction, RTI, Collaboration Time, Common Prep for grade level, Coaching/Training</p>	

## 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

Nathan S. Davis Elementary School is composed of teachers, parents, staff and students who believe all children can learn. It is our mission to create a safe, nurturing environment that fosters educational creativity through cultural acceptance, individual diversity and social emotional development. We will reach our mission through implementation of best practice, and data driven, research based strategies. Our ultimate goal is to prepare well-rounded students that can essentially question, have enduring understanding and be prepared to be successful in a technology driven society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading ISAT scores- Increase amount of students meeting and exceeding from 61.1% to 95% by SY 2014 Testing	By differentiating instruction to meet each studnets needs, using data analysis to identify areas of need, and targeting specific programs based on student need we can close the achievement gap and assist us in creating successful students
2	Math ISAT Scores- Increase the amount of students in Meet & Exceeds from 78.4% to 91% by SY 2013 Testing	By differentiating instruction to meet each studnets needs, using data analysis to identify areas of need, and targeting specific programs based on student need we can close the achievement gap and assist us in creating successful students
3	Teachers will encorporate digital lessons throughout their teaching strategies on a weekly basis	Students growing up in the 21st century are inundated with technology, in order to create and nurture successful citizens we must incorporate technology into our students educational world
4	Increase parent involvement from 100 consecutive parent to 200 parents at meetings	Research indicates that a child who posseses a parent that is active in their education will outperform other students.
5	Improve Teacher Leadership through the use of Highly Effective Teams such as ILT, RTI, and Curriculum Teams	Involving Teachers in decision making weill create a more consistent implementation of schoolwide instructional practices and develop best practice in our everyday activities

## Strategic Priority 1

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

Strategic Priority Description	Rationale
Reading ISAT scores- Increase amount of students meeting and exceeding from 61.1% to 95% by SY 2014 Testing	By differentiating instruction to meet each student's needs, using data analysis to identify areas of need, and targeting specific programs based on student need we can close the achievement gap and assist us in creating successful students

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Afterschool and supplemental programs will be developed based on the needs of the students as evidenced by assessment data	After School/ Extended Day	Other student group	Administration/ILT/Teachers	Quarter 2	On-going		
Increase the use of Response to Intervention	ILT/ Teacher Teams	Other student group	RTI Team	Summer 2012	On-going		
Continue to support Teachers and Students through the RTI process	ILT/ Teacher Teams	Other student group	RTI Team	On-going	On-going		
Teachers will conduct read alouds with their students on a daily basis to increase their listening vocabulary	Instruction	All	Teachers	Quarter 1	On-going		
School will dedicate a block of time for intervention time based on students' academic needs	Instruction	Other student group	All Teachers	Quarter 1	On-going		
Teaching will incorporate writing instruction on a daily basis	Instruction	All	Classroom Teachers	On-going	On-going		
Students will start their school year by setting a yearly goal and develop steps necessary to meet those goals	Instruction	All	Teachers & Students	Quarter 1	On-going		
Students will use guided journal writing daily	Instruction	All	Teachers & Students	Quarter 1	On-going		
All bilingual classrooms will provide all students with texts in both languages.	Instructional Materials	English Language Learners	Administration/ILT/Teachers	Quarter 1	On-going		
Teachers will increase the use of rubrics in all subject areas	Instructional Materials	All	Teachers	On-going	On-going		
Teachers will identify novels that are grade level appropriate to add to their curriculum	Instructional Materials	All	Teachers	Quarter 1	On-going		
Teachers will continue to analyze data on a regular basis	Other	All	Teachers	On-going	On-going		
School will conduct "Literacy Night"	Parental Involvement	All	Administration & Teachers	Quarter 1	Quarter 3		





**Strategic Priority 1**

Teachers will develop curriculum maps using illinois state standards and commom core. Teachers will map out entire school year to guide their instruction.	Professional Development	All	Administration & Teachers	Summer 2012	Summer 2012		
Curriculum Team will develop character trait curriculum for Davis Students	Professional Development	All	Curriculum Committee	Summer 2012	Summer 2012		
Professional Development will include increasing Vocabulary Teaching Strategies	Professional Development	All	Administration & Teachers	On-going	On-going		
Professional Development on developing teacher/student questioning techniques	Professional Development	All	Administration & Teachers	Summer 2012	On-going		
Instructional Coach to help develop best practice in classroom setting	Staffing	All	Administration & ILT	Quarter 1	On-going		

## Strategic Priority 2

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

Strategic Priority Description	Rationale
Math ISAT Scores- Increase the amount of students in Meet & Exceeds from 78.4% to 91% by SY 2013 Testing	By differentiating instruction to meet each studnets needs, using data analysis to identify areas of need, and targeting specific programs based on student need we can close the achievement gap and assist us in creating successful students

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher will map out Mathematics Standards for use with instruction	Other	All	Administration & Teachers	Summer 2012	On-going		
School will block time for Daily Math Practice to increase automaticity and proficiency	Instruction	All	Teachers	Quarter 1	On-going		
Professional Development for teachers to help further develop students critical thinking in the Mathematics Process	Professional Development	All	Administration & Teachers	Summer 2012	On-going		
Regular Extended Response practice	Instruction	All	Teachers	Quarter 1	On-going		
Small Group Math Projects	Instruction	All	Teachers	Quarter 1	On-going		
Teacher will provide concrete examples of math concepts	Instructional Materials	All	Teachers	Quarter 1	On-going		
School will add more math materials for use in matematics classrooms	Instructional Materials	All	Administration & Teachers	Quarter 1	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
Teachers will incorporate digital lessons throughout their teaching strategies on a weekly basis	Students growing up in the 21st century are inundated with technology, in order to create and nurture successful citizens we must incorporate technology into our students educational world

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop protocol for computer lab usage	Equipment/Technology	All	Administration & Technology coordinator	Summer 2012	On-going		
Provide students with discernment in website content	Instruction	All	Computer Instructor	Quarter 1	On-going		
Map out Technology Classes Calendar for Teachers	Staffing	All	Technology Coordinator	Summer 2012	On-going		
Provide Teachers with professional development on use of school owned technology	Instructional Materials	All	Technology Coordinator	Summer 2012	On-going		
Provide on-going professional development on the incorporation of technology in the classroom	Professional Development	All	Technology Coordinator & Computer Instructor	On-going	On-going		
Incorporate Accelerated Reader Program	Instructional Materials	All	Administration & Technology coordinator	Year 2	On-going		
Incorporate Riverside Assessment for more	Other	All	Administration & Technology coordinator	Quarter 1	On-going		



**Strategic Priority 3**


### Strategic Priority 4

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

Strategic Priority Description	Rationale
Increase parent involvement from 100 consecutive parent to 200 parents at meetings	Research indicates that a child who possesses a parent that is active in their education will outperform other students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Technology Night	Parental Involvement	All	Administration/Staff	Quarter 2	Quarter 4		
Newspaper Announcements highlighting our childrens accomplishments in academics	Parental Involvement	All	Administration	Quarter 1	On-going		
Continue the dissemination of announcements through our students on "the principal" colored paper	Parental Involvement	All	Administration	Quarter 1	On-going		
Cultural Nights	Parental Involvement	All	Administration/Staff	Quarter 1	On-going		
Movie Night	Parental Involvement	All	Administration/Staff	Quarter 1	On-going		
Continue raffles at parent meetings	Parental Involvement	All	ILT	On-going	On-going		
Teacher/Parent Sporting Events	Parental Involvement	All	Administration	Quarter 1	On-going		
Continue Parent ESL/GED/Technology Classes	Parental Involvement	All	Administration	On-going	On-going		
Bingo Night	Parental Involvement	All	Administration/Staff	Quarter 1	On-going		
Student performed Theater for parent viewing	Parental Involvement	All	Administration & Teachers	Quarter 2	On-going		
Arts & Crafts for Parent and child	Parental Involvement	All	Administration & Teachers	Quarter 3	On-going		
Parent/Child Dances	Parental Involvement	All	Administration & Teachers	Quarter 2	On-going		
Parent/Child Luncheons	Parental Involvement	All	Administration & Teachers	Quarter 3	On-going		



**Strategic Priority 4**




**Strategic Priority 5**

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

Strategic Priority Description	Rationale
Improve Teacher Leadership through the use of Highly Effective Teams such as ILT, RTI, and Curriculum Teams	Involving Teachers in decision making will create a more consistent implementation of schoolwide instructional practices and develop best practice in our everyday activities

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish Meeting Calendar for all Teacher Teams	ILT/ Teacher Teams	All	Administration	On-going	On-going		
Establish Roles and Responsibilities	ILT/ Teacher Teams	All	Teacher Leaders	On-going	On-going		
Develop Team Norms	ILT/ Teacher Teams	All	Teacher Leaders	On-going	On-going		
Develop Teacher Leader for each Team	ILT/ Teacher Teams	All	Administration	On-going	On-going		
Identify method to disseminate dialogue to keep all teachers abreast of school activities	ILT/ Teacher Teams	All	Teacher Leaders	On-going	On-going		
Create a systematic process for following up and monitoring activities	ILT/ Teacher Teams	All	Teacher Leaders	On-going	On-going		