



2012-2014 Continuous Improvement Work Plan

Thomas Drummond Elementary School

Fullerton Elementary Network
1845 W Cortland St Chicago, IL 60622
ISBE ID: 150162990252172
School ID: 609896
Oracle ID: 23021



Mission Statement

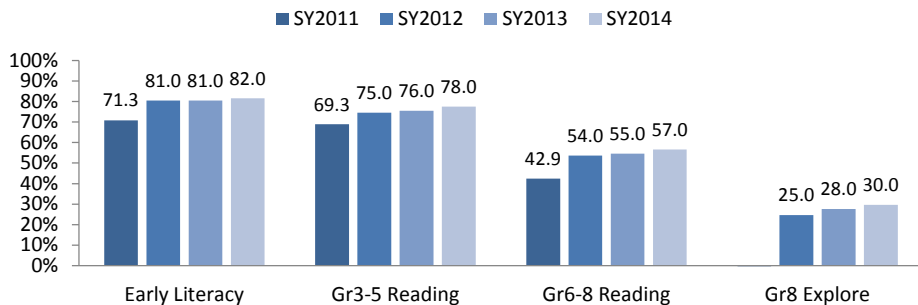
Drummond Montessori school is committed to a continuous and collaborative process of learning that will foster both academic as well as personal growth. Drummond Montessori Magnet School, in practicing the principles set forth by Dr. Maria Montessori, is dedicated to higher levels of academic performance through active participation both inside the classroom as well as out. We believe in and provide a positive, safe and diverse environment that supports learning as well as in nurturing the world around us.

Strategic Priorities

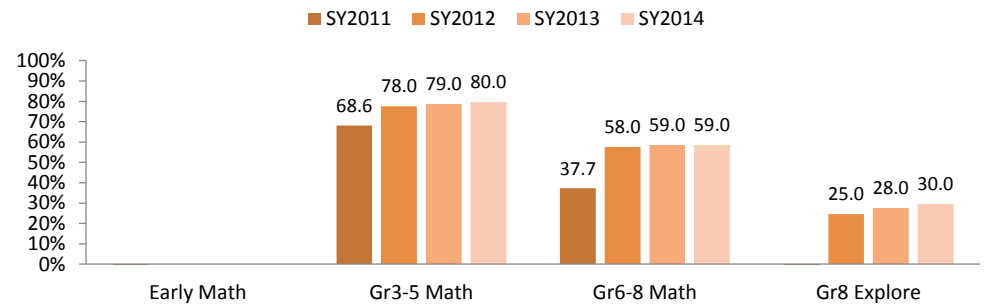
- 1. Drummond Montessori will maintain the Montessori curriculum and move 10% of our current students from meets to exceeds on the ISAT exam
2. Drummond Montessori will work to build intervention and extension activities including art, music and language to target all students in order to meet/exceed Illinois state standards/CCSS
3. Drummond Montessori will continue to design a writing program that draws upon the workshop model but actively supports our multi-age setting without jeopardizing our Montessori philosophy.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Thomas Drummond 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
Mark Neidlinger	Principal
Michelle Masny	Lead/ Resource Teacher
Laura kuzniar	Special Education Faculty
jessica binhack	Special Education Faculty
Johanna Andrade	Classroom Teacher
Jean Fagin	Special Education Faculty
Kelly Walsh	Classroom Teacher
Linda Zehren	Classroom Teacher
Kathleen Leppert	Classroom Teacher
Monica Melendez	Classroom Teacher
lizette martinez-McCarthy	Classroom Teacher
Tamara Askew	Parent/ Guardian

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	71.3	81.0	81.0	82.0		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	69.3	75.0	76.0	78.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	68.6	78.0	79.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.3	89.0	89.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	75.3	90.0	90.0	91.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	42.9	54.0	55.0	57.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.7	58.0	59.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.3	74.0	76.0	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	43.3	70.0	70.0	72.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	0.0	25.0	28.0	30.0		Explore - Math % of students at college readiness benchmark	0.0	25.0	28.0	30.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.2	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	0.3	0.5	0.5	0.5

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	88.7	90.5	93.0	94.0		ISAT - Reading % of students exceeding state standards	34.0	45.0	51.0	58.0
ISAT - Mathematics % of students meeting or exceeding state standards	93.3	94.8	95.3	96.0		ISAT - Mathematics % of students exceeding state standards	34.0	45.0	51.0	58.0
ISAT - Science % of students meeting or exceeding state standards	88.7	90.5	92.8	93.6		ISAT - Science % of students exceeding state standards	26.4	31.0	37.0	45.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Drummond has a strong focus on writing this school year. We have worked on creating a best fit for the writing workshop model within our Montessori multi age setting. The continued use of a teaching position as a writing specialist to support our classroom teachers and service all students has bolstered our internal capacity in teaching writing. In addition the faculty has collaborated to create extended response questions in both math and reading which are used as formative assessments each quarter. Cycle teams have also established age-level criteria for persuasive, narrative, and expository writing.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal has Montessori training and adheres to the philosophy. Principal has assembled a Highly Qualified team of educators who are nearly all dual certified with Illinois State certification as well as Montessori certified. Principal empowers staff, students and parents in decisions that move the school forward. Principal has passion and dedication for his school and the community that is being built around the academic program.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Drummond Montessori's teaching staff demonstrates leadership in curriculum matters meeting to refine curriculum both with within grade cycles and vertically across the school. Committees have full school representation from preschool through eighth grade. Teachers actively participate on Rtl, professional development, ILT, common core alignment, LSC, and PTO committees. Drummond's faculty implements special education accommodations and modifications, parent education workshops, LSC, PTO, DMM, CIWP, union delegation, open houses, school picnics, family reading events. School teams seek and receive grant funding for projects. Drummond staff is dual certified with state standards and Montessori training. Drummond staff in association with the Area Illinois Montessori Society has begun to align Montessori works and materials to CCSS. Drummond faculty and staff are actively involved in our school community.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Drummond School's ILT includes the Principal, Montessori Director, Counselor/Case Manager and Writing Instructor. The combined experience and knowledge of this team provides expertise in making decisions for staff and students. The ILT works collaboratively to address all areas of improving instruction and learning at all cycle levels. The ILT takes a lead role in planning and providing professional development as well as keeping lines of communication with all staff and faculty. Drummond's ILT collaborates regularly and reflects on all aspects of the school's progress throughout the academic year. It uses an assortment of data to address student and faculty needs, including but not limited to ISAT, ISEL, Scantron, Fountas and Pinnell reading levels, and Explore tests. The ILT meets with cycles weekly to support and monitor teachers and students and to examine student work.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Drummond School uses data from a variety of assessments throughout the school year to make instructional, organizational and intervention decisions at every cycle level. This data is used to make informed decisions about supports and scaffolding for teachers and students. The ILT meets with cycles to share data results and map progress. Principal engages newtork data analyst to review most current statistics on student learning.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The Montessori curriculum divides the pre-K through 8th grade into four distinct cycles- Early Childhood (3-6 year olds), Elementary 1 (6-9 year olds), Elementary 2 (9-12 year olds) and Middle School (13-14 year olds). Each cycle has a scope and sequence that aligns the Montessori curriculum with learning standards. In multi-age classrooms, each cycle provides differentiated instruction and individual workplans that are modified to address each learners needs, including ELL, RtI and students with disabilities. Instruction is differentiated to include a variety of presentation to the whole group, to small groups and one to one. Texts are provided at all instructional levels in the classroom, so that students are provided with text they can access through authentic works. Sixty to seventy percent of texts in both the school library and leveled book room are informational texts aligned to the curriculum. Teachers are committed to providing their students with manipulatives, both</p> <p><i>Montessori and teacher created, that address all learning standards</i></p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each classroom at every cycle level has access to developmentally appropriate Montessori materials. Additionally, teachers create materials and manipulatives to address specific content areas or skills that are not covered with traditional Montessori works. Each teacher at every cycle has access to texts at all instructional levels for every reader. Instructional materials are differentiated to support the learning style and instructional level of all students, including students in RtI, ELL and students with disabilities.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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
Assessment ----->			4
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data is organized and reviewed by the ILT several times throughout the year and is used for planning, instruction and intervention purposes. Each cycle team has a comprehensive set of formative and summative assessments that are used to progress monitor all students throughout the academic year. For example, the Elementary 1 teachers have differentiated the assessment for the three grade levels they teach. First years are assessed with Fountas & Pinnell, ISEL, Dolch List, Star Math, Star Reading, Words Their Way Spelling, Math Extended Response, Reading Extended Response. Second and Third Years have the same assessments with the addition of CCSS Math online and constructed responses and CCSS Reading online and constructed responses. Each of these assessments is completed with accommodations and modifications in place to meet the needs of students with disabilities and ELL students.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Because Drummond is a Montessori school, students are provided with instruction based on the Montessori model of instruction. This means that students are provided lessons in large groups at times, but primarily are taught in small groups and are often represented with materials 1:1. Instruction is differentiated based on the individual needs of students in conjunction with standards based learning objectives. Students are taught how to engage in meaningful conversations around texts beginning at the early childhood level. Student discussions and thinking is scaffolded and supported across the grade levels and culminates in socratic discussions in our upper grades. Instructional levels of students are met through the use of small group instruction, Montessori manipulatives and leveled texts used in the classroom. Students are grouped in both homogenous and heterogenous groups for lessons. Groupings are flexible and change depending upon student needs and formative At every cycle, higher order thinking skills are demonstrated and taught as developmentally appropriate. All learners, including students with disabilities and ELL students are</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
----------------	------------------	----------	------------

Intervention ----->			4
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Drummond has a systematic approach to identifying students in need of academic intervention. Through the use of universal screeners, such as ISEL, Scantron, ISAT and curriculum based measures, teachers and ILT identify students who are in need of further intervention. Once students are identified, teachers meet with their cycle teams to create an intervention plan with research based strategies that target specific areas of concern. Details of the plan, including who will implement the strategies, how frequency and how long strategies will be implemented and how the area of concern will be progress monitored are documented in the intervention plan. After implementing the strategies with fidelity, the classroom teacher brings the progress monitoring data back to the cycle team for review and planning. If the student requires more intensive intervention, the teacher schedules a meeting with the school-wide Response to Intervention team, which is an interdisciplinary team of teachers, clinicians and administrators. Interventions in the elementary level include a variety of strategies including a low ratio intervention guided reading group, re-presentation of instruction in a lower ratio setting (ie- 1:1 instruction or small group), modification of work plans and additional supports outside of the classroom.</p>	

Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Drummond has a school wide plan for professional development that is aligned with the Montessori curriculum and school-wide priorities. Through the careful planning of the Professional Development Committee, the ILT provides relevant professional development throughout the school year. Teachers who attend professional development outside of the building (such as the CLIP grant and Words Their Way trainings) are provided the opportunity to present what they have learned to all teachers and staff at PD throughout the school year. Careful attention is paid to researching relevant professional development offered by CPS, including the Wilson reading program training and bullying training with Dorothy</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Each cycle (Early Childhood, Elementary 1, Elementary 2 and Middle School) meets weekly for instructional planning, data assessment and Response to Intervention meetings. Teachers at each cycle level have common prep periods each week specifically designed to facilitate collaboration with other teachers in their cycle and with special education providers for their cycle. Additionally, ILT members attend the weekly cycle team meetings to discuss assessment data, progress monitoring data for general education and RtI students. Each cycle team member is accountable to their team and uses the time to coordinate unit planning, field trips, special events and assessment planning. Collaboration and cycle team meetings are recorded by the secretary of the team and the minutes are shared with all teachers, clinicians and administrators via CPS email and in the cycle team binder in the main office.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>At Drummond, there are several teachers who serve as coaches to others in need of support. Coaches in the building offer support in the areas of writing curriculum, CCSS, RtI, reading instruction, and special education services. New teachers are partnered with veteran teachers in their cycle for support. Individual professional development plans are created for each staff and faculty member based on their skill level and interest. Staff and faculty are provided the opportunity to attend professional developments to address these needs throughout the academic year. Teachers at Drummond are encouraged to observe other classrooms within the building as well as observing other Montessori classrooms in other schools in the midwest. These opportunities provide teachers and staff with the chance to incorporate new ideas in instruction, organization and programming into the Drummond curriculum.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Drummond students have authentic opportunities at every cycle level to be leaders in their classrooms and schoolwide. Because we have multi-age classrooms, opportunities are built into the curriculum for peer buddies, modeling academic behavior and skills, modeling social skills and peer mentoring. There is a Cross Age Mentoring program after schools, where Elementary 2 and Middle School students provide tutoring for Elementary 1 students after school. Middle School students also participate in Peer Mediation program where they assist in conflict resolution process for Elementary 1 students. Every staff member in the building establishes and</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Because Drummond is a Montessori school, each student is assigned to a classroom for three years. During this three year cycle, the student has the opportunity to develop a strong, deep relationship with the teacher, teacher assistant and other students. There is a strong focus on grace and courtesy between students in school community and between all adults, students and families at Drummond. As a result, there is culture of care, respect and inclusion at Drummond. Peace and conflict resolution is at the heart of the expectations in relationships in the school building. Students with disabilities are engaged in all aspects of the school community, including academics, the arts, afterschool clubs and special events. Students and families familiar with various cultures and languages are encouraged to bring their experience to the school community in</p>	
Behavior & Safety ----->			4	

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"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Drummond's Montessori curriculum introduces the concept of grace and courtesy from the Early Childhood cycle and this spirals up to the Middle School grades. The common, consistent culture of the school includes teaching about peace, conflict resolution and acceptance of others. Montessori integrates that through the use of the peace table for conflict resolution that is student driven. The Connected and Respected curriculum for classroom guidance lessons is provided to Elementary 1 and 2 cycles as the tier 1 positive behavior instruction. Students requiring Tier 2 support in behavior and safety</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Expectations are communicated to the Drummond community in a variety of ways. The Principal clearly communicates expectations (academic, social, financial) at LSC meetings through presentations and discussions. Expectations are communicated throughout the school year through the use of the Backpack Express email newsletter that goes to all parents who subscribe. Additionally, a paper Backpack Express is provided to all parents without email. Administration and Teachers provide information about expectations to parents several times throughout the year. Each year, teachers have an orientation for new parents to Drummond and for those parents whose children are moving up to a new cycle. Academic, social and behavioral expectations are explained at this meeting, in addition to information being provided about the best</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Drummond teachers communicate with their parents in a variety of ways. Through Cycle orientation meetings and curriculum nights, teachers communicate expectations with groups of parents who attend. Classroom newsletters are sent home regularly in students backpacks to communicate news specific to their classroom. Email newsletters are also used to disseminate information to parents. Specific procedures for requesting private meetings with the</p>	
Bonding ----->			4	

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
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Drummond School has a welcoming, engaging environment that is friendly and nurturing for all students. Teachers, staff, Administration and students are happy to be in this building and share that feeling with everyone who comes into the school. Teachers, students and staff are supported by the administration and are encouraged by each other and by parents in the school community. Everyone is encouraged to participate in a variety of aspects of the school community, including instruction, social events (such as Family Reading Night, Drummond Montessori Matters, Pastapalooza, End of Year Picnic, Local School Council and Gardening Club just to name a few). Parents coordinate teacher appreciation</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Drummond School staff, including teachers, clinicians, administrators, participate in intensive specialized support with outside clinicians, physicians, tutors and programs. This occurs both during and outside of the school day. Drummond administration works directly with central office to request specialized support.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Drummond School provides students with various types of exposure to information regarding college and careers. This exposure comes in the form of using the Explore testing career and interest inventory, What's Next Illinois website for interest and career inventories and in having speakers come to classrooms to present information about	
Academic Planning ----->			4	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Drummond School provides support for student planning, preparation, participation and performance in their college and career aspirations and goals not only through the rigorous academic program, but also through career and interest inventories, in school leadership opportunities and Middle School advisory classes. The school supplies all students an agenda book to assist with organization and planning.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Drummond School provides a wide variety of extracurricular opportunities for all students including, but not limited to music classes, yoga, Girls on the Run, Sports (basketball and soccer), knitting club, conservation club, peer mediation and gardening club.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Drummond School promotes participation in college and career assessments by offering the Explore Testing and using the data generated by Explore testing in the high school application process when possible. Additionally, opportunities are provided for career and interest inventories to be completed.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Drummond is an elementary school and does not provide specific information about college costs and financial aid.	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Drummond School pays very close attention to transitions between cycles. Teachers at each level are sought for input, as are parents and administrators. Careful consideration is paid to the instructional level, cultural diversity, and gender balance in each classroom. When in a period of transition, student learning styles, strengths and weaknesses are considered and matched with the teachers' skills sets. This occurs not only during benchmark years, but also when students move between cycles (ie- from Early Childhood to Elementary 1 to Elementary 2 to Middle School). Students	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Drummond School aligns the school budget closely with the priorities identified in the SIPAAA and CIWP. Additionally, the fundraising resources that are generated through Drummond Montessori Matters and outside grants are aligned with the priorities and student instruction.	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	In building the staff and faculty at Drummond, careful consideration is given to the hiring process. Specific job responsibilities, skills and qualifications are identified for open positions and thorough job searches are conducted. Applicants with Montessori experience and/or knowledge are preferred to stay consistent with the philosophy of the school. During the hiring process, teams of faculty and staff are used in the interviewing and screening process.	
	Use of Time ----->			4

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"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Drummond School designs it's schedule on the Montessori work period. An uninterrupted work period is provided at each cycle for students to have ample time to address works on their individualized work plan. This type of scheduling allows students to go further in depth into the academic work, allows for collaboration between students and allows for students with learning differences to have adequate instructional time to address the learning standards. Additionally, the school schedule is carefully crafted to allow for general education and special education teachers time to collaborate</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

Drummond Montessori school is committed to a continuous and collaborative process of learning that will foster both academic as well as personal growth. Drummond Montessori Magnet School, in practicing the principles set forth by Dr. Maria Montessori, is dedicated to higher levels of academic performance through active participation both inside the classroom as well as out. We believe in and provide a positive, safe and diverse environment that supports learning as well as in nurturing the world around us.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Drummond Montessori will maintain the Montessori curriculum and move 10% of our current students from meets to exceeds on the ISAT exam	This will further close the achievement gap which we have actively worked to dismantle in the past seven years.
2	Drummond Montessori will work to build intervention and extension activities including art, music and language to target all students in order to meet/exceed Illinois state standards/CCSS	As our scores continue to increase I want to see not only that we are addressing our students who are operating on the upper tier but also that we are making it more of a challenge for parents to leave Drummond for a selective enrollment schools.
3	Drummond Montessori will continue to design a writing program that draws upon the workshop model but actively supports our multi-age setting without jeopardizing our Montessori philosophy.	Through our fundraised dollars we will continue to address the writing curriculum here at Drummond, creating a curriculum that addresses our students deficits as well as strengths and one that fits the model of our Montessori philosophy.
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
Drummond Montessori will maintain the Montessori curriculum and move 10% of our current students from meets to exceeds on the ISAT exam	This will further close the achievement gap which we have actively worked to dismantle in the past seven years.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaboration with MMTTC and Seton Montessori Training organizations	Other	All	Neidlinger/PTO	On-going			
Grow and continue collaboration with public and private Montessori schools	Other	All	Neidlinger/PTO	On-going			
Using school wide data to target student strengths and deficits	ILT/ Teacher Teams	Other student group	ILT	On-going			
Create intervention groups to meet the needs of students	ILT/ Teacher Teams	Other student group	ILT	Quarter 1			
Create Extension groups	ILT/ Teacher Teams	Other student group	ILT	Quarter 2			
Implement walking reading groups	ILT/ Teacher Teams	Other student group	ILT	Quarter 1			
Implement walking math groups	ILT/ Teacher Teams	Other student group	ILT	Quarter 2			
With the assistance of CPS funding, Drummond will implement an algebra program meeting the needs of the majority of our middle school students	Instructional Materials	Other student group	Neidlinger/ Gonzalez	Summer 2012			
ILT will meet biweekly to discuss student movement	ILT/ Teacher Teams	Other student group	ILT	On-going			
Professional development around NWEA	ILT/ Teacher Teams	All	ILT	On-going			
Professional development targeting CCSS	Instruction	All	Professional Development Committee	On-going			
Professional development around Wilson Reading Program for special education team	Instruction	Students With Disabilities	Special Education Team	Summer 2012			

Strategic Priority 1

Maintaining paraprofessionals when and where needed to ensure students academic success	Other	Students With Disabilities	Special Education Team	On-going			
Track and measure growth of ELL students	ILT/ Teacher Teams	English Language Learners	ILT	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
Drummond Montessori will work to build intervention and extension activities including art, music and language to target all students in order to meet/exceed Illinois state standards/CCSS	As our scores continue to increase I want to see not only that we are addressing our students who are operating on the upper tier but also that we are making it more of a challenge for parents to leave Drummond for a selective enrollment schools.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use CPS funding hire and install highly effective music program for all students	Instruction	All	Neidlinger	Summer 2012			
Using SGSA funds, purchase a full time art teacher to deepen classroom learning	Instruction	All	Neidlinger	Summer 2012			
ILT meet biweekly to assess curriculum, students and programming	ILT/ Teacher Teams	All	ILT	Quarter 1			
Establish extension learning groups to target students who are operating one year above grade level.	ILT/ Teacher Teams	Other student group	ILT/Cycle Teams	Quarter 2			
ILT to establish intervention groups for students not meeting grade level standards	Instruction	Other student group	ILT	Quarter 1			
Maintain and grow our writing curriculum that meets the needs of all students	Instruction	All	Masny	On-going			
Expose students to different cultures through art, music and food to pique interest and involvement	Instructional Materials	All	Rejman, Music, Language	On-going			
Obtain Wilson reading Program for our lowest readers	Instructional Materials	Students With Disabilities	Neidlinger/ Kuzniar	Summer 2012			
Obtain algebra materials for middle school students	Instructional Materials	Other student group	Neidlinger	Summer 2012			
Maintain funding for Spanish programming	ILT/ Teacher Teams	All	PTO	Summer 2012			
Develop a financial literacy program	Instruction	All	ILT	Quarter 3			



Strategic Priority 2



Strategic Priority 3

