



2012-2014 Continuous Improvement Work Plan

Charles W Earle Elementary School

Englewood-Gresham Elementary Network

6121 S Hermitage Ave Chicago, IL 60636

ISBE ID: 150162990252180

School ID: 609897

Oracle ID: 23031



Mission Statement

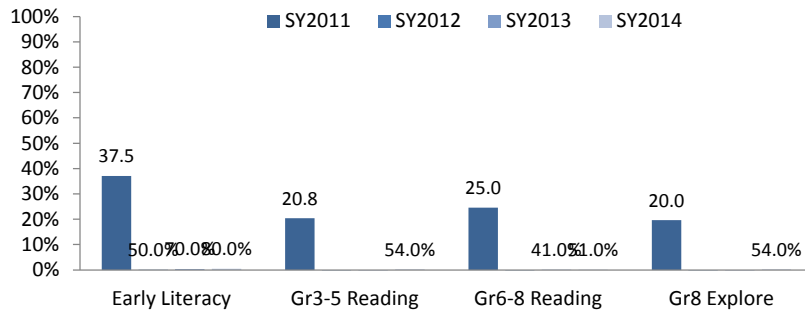
The mission of the Charles W. Earle Elementary School is to provide for every student the opportunity to reach their educational potential in preparation for college and career. We endeavor to accomplish this by enhancing the learning environment through motivated, trained educators, who uphold high standards in creating, improving, and managing resources conducive to the learning environment. With a dedicated staff, involved parents, and a student body committed to academic and behavioral excellence, a cooperative team spirit will help to ensure school, home, and community oneness in building quality student character. We strive to create an atmosphere of safety and respect for one another that will yield students who leave with a life-long love of learning that will lead to global citizens who are successful and responsible.

Strategic Priorities

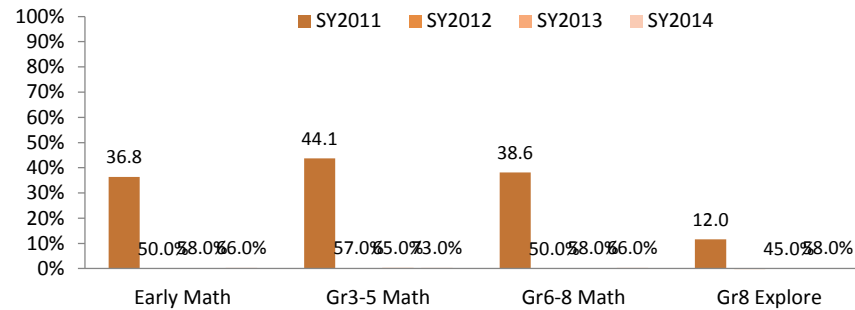
1. Increase the percent of 8th grade students at the College Readiness Benchmark on the Explore Math exam by 10 percentage points
2. Increase the composite number of students in the "Exceeds" category on ISAT in Reading by 15 percentage points
3. Decrease the composite percentage of students in the Below/AW categories in Reading

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:

Charles W Earle 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
Keteshia Melendez	Principal
Sheffea Jones	Assistant Principal
Tashena Chumrley	Classroom Teacher
Valia Thompson	Classroom Teacher
Moneka Reynolds-Smith	Classroom Teacher
Diann Johnson	Classroom Teacher
Valerie Youn	Support Staff
David Hall	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	37.5	50.0%	70.0%	80.0%		<b>Early Math</b> % of students at Benchmark on mClass	36.8	50.0%	58.0%	66.0%
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	20.8	27.0%	35.0%	54.0%		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	44.1	57.0%	65.0%	73.0%
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	56.1	60.0%	68.0%	76.0%		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	73.8	80.0%	88.0%	95.0%
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.0	33.0%	41.0%	51.0%		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	38.6	50.0%	58.0%	66.0%
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.7	55.0%	63.0%	71.0%		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	59.4	60.0%	68.0%	76.0%
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	20.0	25.0%	33.0%	54.0%		<b>Explore - Math</b> % of students at college readiness benchmark	12.0	25.0%	45.0%	58.0%



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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	93.8	95.0%	96.0%	97.0%					
<b>Misconducts</b> Rate of Misconducts (any) per 100	16.9	10.0%	9.0%	8.0%					

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	57.2	60.0%	68.0%	70.0%		<b>ISAT - Reading</b> % of students exceeding state standards	5.6	10.0%	15.0%	20.0%
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	74.9	74.9%	80.0%	85.0%		<b>ISAT - Mathematics</b> % of students exceeding state standards	9.8	15.0%	20.0%	25.0%
<b>ISAT - Science</b> % of students meeting or exceeding state standards	67.7	67.7%	71.0%	75.0%		<b>ISAT - Science</b> % of students exceeding state standards	3.2	3.2%	10.0%	17.0%

## 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
<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>	<ul style="list-style-type: none"> <li>Examining school trends from the past year, Benchmark Goals were set using historical Scantron and ISAT Data.</li> <li>Each grade level was tasked with ensuring 50% of the student body was at/above grade level.</li> <li>ILT met to look at trends in Fall Scantron data, which led to the restructuring of intermediate grades.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>From class level observations and teacher survey needs assessment, a schoolwide need surfaced for differentiation was needed. Before the Re-organization of the areas, the Differentiation Coach provided PD based on developing lessons for the various modalities students learn along with tiered instruction.</li> <li>PD was also provided for classroom management and structural consistency (CHAMPS).</li> <li>PD conducted on Best Practices in Literacy across content areas</li> <li>Weekly grade level meetings,</li> <li>Professional development in the core areas of instruction</li> <li>Constant assessment and re-assessment to achieve academic excellence.</li> </ul>	

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<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>	<ul style="list-style-type: none"> <li>• Weekly “Brown Bag” PDs occur during weekly staff showcasing various teacher strengths</li> <li>• Teachers have the opportunity to openly participate in ILT</li> <li>• Grade Level Leads rotate across quarters</li> <li>• Teachers have the opportunity to observe colleagues and provide praise and wonders</li> <li>• Teachers have active input in scheduling, Full School Day plans, CIWP, testing structures, curriculum selection, and interventions</li> <li>• Counselor runs the Rtl</li> <li>• EMS solidify 8th grade activities</li> <li>• Teachers serve as Union Rep</li> <li>• Grant Writing Committee</li> <li>• Social Committee</li> <li>• Attendance Committee</li> <li>• Staff encouraged to share ideas openly</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>• The ILT consists of the expertise of teachers throughout the Earle school.</li> <li>• The team analyses quantitative school-wide data as it pertains to all students and all goals determined by the CIWP.</li> <li>• The ILT reviews the school wide data and make determinations of solving deficiencies or area of concerns through professional development locally or with the Network.</li> <li>• The ILT compiles questions for the teacher teams based on the schoolwide data for the teacher team to discuss the problems and possible solutions through email on a prepared template for back and forth communication.</li> <li>• The ILT members are still working on their functions and process operation during meetings.</li> <li>• The ILT determines for each meeting what the focus of student data will be discussed. The ILT informs the data team of the necessary data needed for each upcoming meeting.</li> </ul>	
<b>Monitoring and adjusting</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>• After the student assessment component is completed the data team gathers all pertinent data and prints it for analyzation. The Data Team submits an Analyzation summary to ILT for further analyzation and evaluation of the data. The ILT then review and discuss the data and the results and submit " deep-dive" questions to the teacher teams. The ILT is to investigate, monitor, adjust and align to individual instructional needs.</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>Common Core State Standards unpacking has occurred.</li> <li>Reading is differentiated per week according to 36-Day ISAT Plans and Winter Scantron data deficits.</li> <li>Curriculum maps constructed by Grade Cycles addressing areas of concern.</li> <li>Evidence of scope and sequence pacing is monitored through weekly lesson plans.</li> <li>K-5 grades have a common curriculum and materials for instruction which are aligned to the CCSS.</li> <li>The current text exposes student grade level complexity and supplemental materials reinforces the curriculum.</li> <li>All curriculum includes the special education department in determining the core content exposure in knowledge and skills for all students.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>Instructional Materials are aligned with the goals and standards established by State of Illinois and CCSS.</li> <li>These materials are supportive of regular and special education and students which provide additional strategies for remediation, practice and enrichment.</li> <li>The school utilizes the strategy of CAI (computer assisted instruction) in the classroom and computer lab.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>• School-wide data is generated immediately to classroom teachers for instructional leadership and teacher team meetings.</li> <li>• Each grade level and core courses uses a diagnostic tool which comes with the textbook and/or e-Path series.</li> <li>• All instruction is aligned with the standards, either through the textbook series, the Network, or locally for lesson planning.</li> <li>• During instruction and assessment modifications and/or accommodations are instituted for student success, such examples are: sitting closer to the chalk board, cooperative grouping, adjustments on classwork and homework completion, utilization of electronic devices, and more.)</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>• The teachers place the objectives daily on the chalkboard and introduce the objective at the beginning of the lesson, also referring to the objective throughout the instructional period.</li> <li>• Instruction is scaffolded with the utilization of Higher Order Thinking Skills to promote academic growth, but they continue to lose more time in asking the lower level questions in a way to reach all the children instead of challenging some.</li> <li>• Teacher's align and sequence standards based objectives.</li> <li>• Teachers' scaffold instruction by using small groups, computer, and leveled books.</li> <li>• Formative assessments are used primarily in the primary and intermediate grades, but depend greatly on Teacher's communicate objectives verbally and written. Teachers also integrate Bloom's Taxonomy. Teachers assess students formally and informal through questioning, observation, and performance.</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>The school uses the textbooks diagnostic assessment and e-Path as a new unit is introduced, an assessment is administered.</li> <li>The school has implemented small group instruction, leveled group instruction, support from inclusion and resource.</li> <li>ILT and teacher teams meet twice a month and discuss intervention strategies to be implemented.</li> <li>The assessments are used to identify gaps in learning which lead to classroom intervention for remediation and enrichment. Some interventions are small-group instruction, literacy block, 90 minutes math instruction, 60-minutes of science, one-on -one, after-school and early morning instruction.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>The school has a calendar which focused on professional development delivered by the Network Office, CPS instructional departments, local and professional pedagogy trainings from seminars workshops/conferences. All PDs are driven by the goals of the school.</li> <li>The ILT and Teacher Team evaluates the effectiveness of the training through student observation, and assessment.</li> <li>According to the pacing in reading, PD is developed as well as teacher requests.</li> </ul>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Teachers are provided with a five-day preparation period and morning duty-free time to collaborate on planning and instructional strategies. One day a week is an assigned day to collaborate in grade bands with administration during the school day.</li> <li>Teacher teams meet weekly to discuss student work for strategies and interventions.</li> <li>It is very evident that the teacher's take great ownership in student learning and teacher's teaching.</li> <li>The teacher teams are inclusive of all teaching staff including ancillary staff and support staff.</li> <li>Teacher teams are supported by the chairs: language arts/reading, math and science.</li> <li>The process begins with lesson planning, grade level meetings, and then teacher team meetings for collaboration.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>The school is provided with coaches in house and through the Network Office. Teachers receive weekly observations from these coaches and have post conference conversations. Teachers during their preparation periods have an opportunity to observe one another on instructional practices.</li> <li>Any new teachers are provided with a mentor that may observe and provide feedback to the novice teachers.</li> <li>Coaches and administration provide feedback after observations and discussion to teachers.</li> <li>Teachers can register for any professional developments offered, as well as, seek assistance from the local coaches.</li> <li>The school has peer coaching but is usually with the Special Education and Regular Education teachers and not as regularly with classroom visitation, even though it is offered when the teacher desires.</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<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>	<ul style="list-style-type: none"> <li>Horizontal and vertical teaming for academic rigor is practiced school-wide to ensure that students are ready for high school and onward to college and the workforce.</li> <li>School-wide routines and rituals are implemented such as one location for posted assessment results, scaffold instruction from low to high, all classes have small group instruction and teacher/student/parent conferencing to build the foundation needed to be college ready.</li> </ul>	
	<b>Relationships</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>All students have bonded with their teacher or someone on staff including custodians and/or lunchroom staff as a person they (student) can receive support.</li> <li>Overall, most students are respectful and accept behavior redirection from all adults in the building.</li> <li>All students regardless of disability or non-disability engage in the school social and physical integration through p.e., library, lunch, etc. with their age appropriate peers.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>The school has a unified school-wide progressive discipline program. The program is tiered to address misbehavior according to CPS Uniform Discipline Code. Each student's misbehavior is handled individually according to their misbehavior and prior offenses. Always first is student-teacher intervention before out of school suspension.</li> <li>The staff developed a plan to stay for afterschool detention with students per week.</li> </ul>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>Chicago Public Schools has an established report card pick-up date during the school year. These times are one-on-one with parents to discuss their child's progress. In addition, CPS has two other established days during the school year that progress reports are sent home. The local unit also has established times during the day to have parent conferences and telephone communication before, during, or after school. The local unit sends home or provides during open house the school criteria on grading, project rubrics, and examples of exemplar work.</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>The school local unit teachers maintain parent contact logs during the school year to voice concerns or praise successes. Children's Home + Aid engages parents in professional development through workshops, conferences and meetings on way to support their child academically throughout the school year. These workshops are usually conducted by outside vendors and/or staff.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>The Principal believes in an open door policy for parents, students and staff.</li> <li>The principal survey parents and community members on activities for workshops, and has an assigned parent liaison to assist with these activities.</li> <li>Both buildings invite parents/family members for any student all concerns, activities, field trips, assemblies, parent nights, and special projects lend to parents being welcome into the school.</li> </ul>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>N 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>	<ul style="list-style-type: none"> <li>The local unit has an established relationship with several agencies that come into the school to counsel students as well as present supporting social development programs.</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</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>	<p>The local unit exposes students to many careers and discuss that "elementary is not the ending point...but the beginning" toward College and Careers. The local unit introduces how many academic subjects prepare a foundation in their career choices.</p>	
<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>	<ul style="list-style-type: none"> <li>The high school representatives visit the school and discuss with students the opportunities available to them through their particular high school. The local unit provides a rigorous curriculum based on State and Common Core Standards.</li> </ul>		
<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>	<ul style="list-style-type: none"> <li>The high school representatives visit the school and discuss with students the opportunities available to them through their particular high school. The local unit provides a rigorous curriculum based on State and Common Core Standards.</li> </ul>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</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>	<p>The high school representatives visit the school and discuss with students the opportunities available to them through their particular high school. The local unit provides a rigorous curriculum based on State and Common Core Standards.</p>	
	<b>College &amp; Career Admissions and Affordability</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>	<p>DNA</p>	
<b>Transitions</b> ----->			<b>2</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>	<p>The local unit twice a year have the primary teachers teach the pre-k students. The pre-k students visit for a day in the kindergarten room twice a year. The local unit have grade bands for grades to interact with each other and with staff for effective transitioning. The final quarter of the year each grade level receives the curriculum for the upcoming grade. The 8th graders visit high schools of their interest and shadow students to assist in their transitioning to high school.</p>	



## School Effectiveness Framework

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	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>	<ul style="list-style-type: none"> <li>• The local unit meet with teaching staff to develop a spiral curriculum that is horizontal and vertical based on alignment, strategies and instructional needs.</li> <li>• The school pursues outside vendors for donations to the school.</li> <li>• The school prides itself on providing the necessary resources for teachers to use in their classrooms for students.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>• Teacher candidates, both practicing and Pre-Service, are solicited through local universities and e-Bulletin.</li> <li>• Practicing teachers are requested to submit Employee ID#s for historical data research.\</li> <li>• Once potential candidates are screened using resumes and EHD, they are invited to perform a demo lesson in the presence of a novice (less than 3 years of experience). practicing (between 4 and 7 years of service), an experienced teacher (greater than 7 years of service) and the ADMIN.</li> <li>• Lesson is evaluated based on Charlotte Danielson’s Teaching Framework.</li> <li>• During the post conference all parties ask clarifying and probing questions.</li> <li>• After the lesson, the panel decides if the candidate should be</li> </ul>	
<b>Use of Time</b> ----->			<b>2</b>	
	<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>	<ul style="list-style-type: none"> <li>• The local unit has a designed block schedule for reading and math which includes a time period for intervention, or remediation.</li> <li>• The school has an assigned day for grade level meetings with the Principal to discuss student achievement and curriculum alignment to meet the needs of the school and students.</li> <li>• With the school using small group instruction, struggling students receive structured intervention in dedicated reading, math, and scienc blocks of 60 or more minutes.</li> </ul>	

Date Stamp November 22, 2012



## Mission & Strategic Priorities

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

### Mission Statement

The mission of the Charles W. Earle Elementary School is to provide for every student the opportunity to reach their educational potential in preparation for college and career. We endeavor to accomplish this by enhancing the learning environment through motivated, trained educators, who uphold high standards in creating, improving, and managing resources conducive to the learning environment. With a dedicated staff, involved parents, and a student body committed to academic and behavioral excellence, a cooperative team spirit will help to ensure school, home, and community oneness in building quality student character. We strive to create an atmosphere of safety and respect for one another that will yield students who leave with a life-long love of learning that will lead to global citizens who are successful and responsible.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percent of 8th grade students at the College Readiness Benchmark on the Explore Math exam by 10 percentage points	Last year's Explore scores demonstrate that only one tenth of Earles's 8th graders are college and career ready in mathematics.
2	Increase the composite number of students in the "Exceeds" category on ISAT in Reading by 15 percentage points	Historically Earle has made commendable increases in mathematics over the past four years. However, we have not seen the same return in Reading. Over the past two years the composite number of students scoring in the Exceeds category in Reading had remained relatively constant
3	Decrease the composite percentage of students in the Below/AW categories in Reading	Literacy continues to be an issue at Earle. Each teacher has been charged with identifying "targeted" students to move into both the Meets and Exceeds categories.
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
Increase the percent of 8th grade students at the College Readiness Benchmark on the Explore Math exam by 10 percentage points	Last year's Explore scores demonstrate that only one tenth of Earles's 8th graders are college and career ready in mathematics.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math Teachers in grades 3rd-8th tasked with developing 36-Day Plan to address grade level appropriate concepts	Instruction	All	Teacher Teams	Quarter 2	Quarter 2	Completed	Teachers felt this assisted with planning and driving instruction will do again in the upcoming year
Targeted students selected to matriculate into the Exceeds category	Instruction	Other student group	Teacher Teams	Quarter 2	Quarter 3	Completed	Continue practice for next year
Students selected to participate in extended day activities	After School/ Extended Day	Other student group	Teacher/ADMIN	Quarter 2	Quarter 3	Completed	
Weekly assessments generated using e-Path over Winter Intercession looking at three year historical data	Instruction	All	Teacher Teams	Quarter 2	On-going	On-Track	Assessment binder completed for teachers of grades 3rd-8th
Grade Level Meetings examined complexity of assessment questions and student data	Instruction	All	Teacher Teams	Quarter 2	On-going	On-Track	
ILT examined Spring Scantron Data to examine trends in student growth	ILT/ Teacher Teams	All	Teacher/ADMIN	Quarter 2	On-going	On-Track	
Unpacking Algebra strand. Math PLC will meet on Wednesdays (3:45-5:00pm) due to the FSD schedule. Leads participating will also observe and give feedback on instruction; analyze student work; and develop Performance Assessments.	ILT/ Teacher Teams	All	Teacher/ADMIN	Quarter 4	On-going	Behind	Work will be done over the summer in conjunction with the District
Intergration of more interactive technology. To ensure students are College and Career Ready upgraded technology has been purchased for class level usage (e.g. Promethean Boards, iPads, and new computers for each classroom).	Instructional Materials	All	ADMIN	On-going	Summer 2012	On-Track	Hope to see at least 20% increase in testing data do to interactive technology



Strategic Priority 1


## Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase the composite number of students in the "Exceeds" category on ISAT in Reading by 15 percentage points	Historically Earle has made commendable increases in mathematics over the past four years. However, we have not seen the same return in Reading. Over the past two years the composite number of students scoring in the Exceeds category in Reading had remained relatively constant

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math Teachers in grades 3rd-8th tasked with developing 36-Day Plan to address grade level appropriate concepts	Instruction	All	Teacher Teams	Quarter 2	Quarter 2	Completed	
Targeted students selected to matriculate into the Exceeds category. With the plan for the Fulls School Day, time has been built into the instructional blocks to include time for enrichment and remediations to meet the needs of ALL students serviced.	ILT/ Teacher Teams	Other student group	Teacher Teams	Quarter 2	Quarter 2	Completed	
Students selected to participate in extended day activities	After School/ Extended Day	Other student group	Teachers/ADMIN	Quarter 2	Quarter 3	Completed	
PD "Best Practices of Literacy across Content Areas"	Instruction	All	ADMIN	Quarter 2	Quarter 2	Completed	
Weekly assessments generated using e-Path over Winter Intercession looking at three year historical data	Instruction	All	Teacher Teams	Quarter 2	On-going	On-Track	
Grade Level Meetings examined complexity of assessment questions and student data	Instruction	All	Teacher Teams	Quarter 2	On-going	Behind	
ILT examined Spring Scantron Data to examine trends in student growth	Instruction	All	Teachers/ILT	Quarter 4	On-going	On-Track	
Series of PDs on Balanced Literacy starting Summer 2012 facilitated by Read America. Weekly PD slated for Wednesday using the "banked" teacher time from Full School Day.	Instruction	All	ADMIN	Quarter 4	On-going	On-Track	
Develop Literacy Plan for 2013 academic year	ILT/ Teacher Teams	All	Teachers/ADMIN	Quarter 4	On-going	On-Track	
Select programs for both Word Study and Writing	ILT/ Teacher Teams	All	Teachers/ADMIN	Quarter 4	On-going	Behind	



**Strategic Priority 2**

Unpacking nonfiction CCSS	ILT/ Teacher Teams	All	Teachers/ILT	Quarter 3	On-going	On-Track	
Ongoing observations using the Danielson Framework for Teaching specifically Engaging Students in Learning.	Instruction	All	ADMIN	On-going	On-going	On-Track	

### 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
Decrease the composite percentage of students in the Below/AW categories in Reading	Literacy continues to be an issue at Earle. Each teacher has been charged with identifying "targeted" students to move into both the Meets and Exceeds categories.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reading Teachers in grades 3rd-8th tasked with developing 36-Day ISAT Plan to address grade level appropriate concepts	Instruction	All	Teachers	Quarter 2	Quarter 2	Completed	
Weekly differentiated assessments generated using e-Path over Winter intercession looking at three year historical data	Instruction	All	Teachers/ADMIN	Quarter 2	On-going	On-Track	
Students were given Scantron Targets in reading and score needed to achieve at least Meets status	Instruction	Students With Disabilities	Teachers	Quarter 2	Quarter 3	Completed	
Teachers using Winter Scantron data to effectively group students. After grouping, students worked on individualized goals that targeted their areas of needed growth,	Instruction	All	Teachers	Quarter 2	On-going	On-Track	
Teachers used several forms of formative assessments assessments (observations, exit slips, Do-Nows, etc...)	Instruction	All	Teachers	On-going	On-going	On-Track	
Teachers had grade level meetings to discuss the progress of individualized plans for each student, the goals of the school, and their progress in meeting those goals.	ILT/ Teacher Teams	All	Teachers/ADMIN	On-going	On-going	On-Track	
Teachers worked more on the guided reading model, giving students more time to read, write, and discuss to transfer literary fix-up strategies to strengthen emergent readers	Instruction	All	Teacher/ADMIN	On-going	On-going	On-Track	
Ongoing observations using the Danielson Framework for Teaching specifically Engaging Students in Learning.	ILT/ Teacher Teams	All	Admin	On-going	On-going	On-Track	



**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

**Action Plan**

**Monitoring**

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



### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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