



Christian Ebinger Elementary School



2012-2014 Continuous Improvement Work Plan

O'Hare Elementary Network
7350 W Pratt Ave Chicago, IL 60631
ISBE ID: 150162990252182
School ID: 609899
Oracle ID: 23051

Mission Statement

All students graduating from Ebinger will have a clear understanding of their own strengths and passions for learning, allowing each child the opportunity to identify and pursue his or her individual goals for college and career readiness. Ebinger's professional learning community will focus on learning by working collaboratively and by holding ourselves accountable for results that fuel contnuel learning in all content areas.

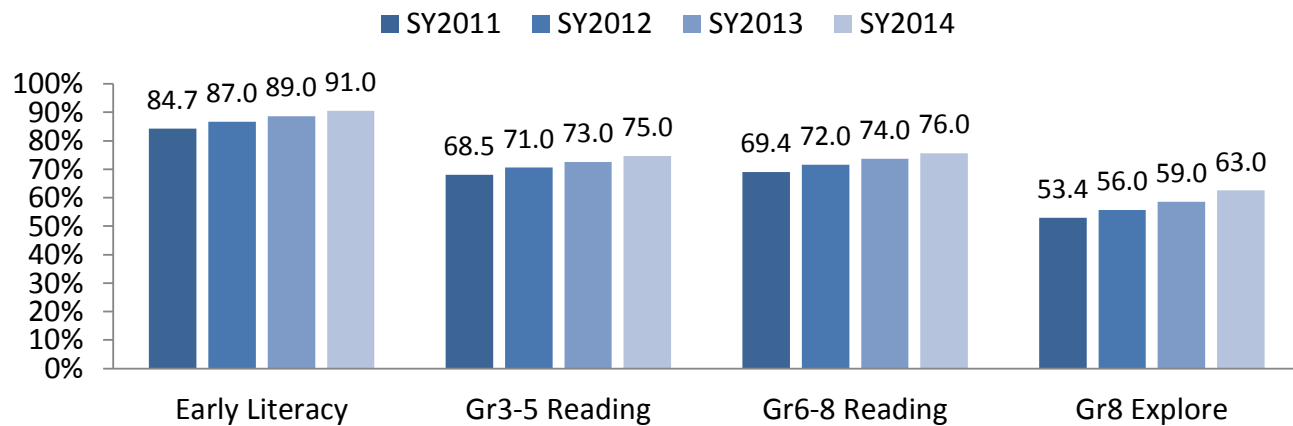
We will strive to accomplish this for each child by:

Strategic Priorities

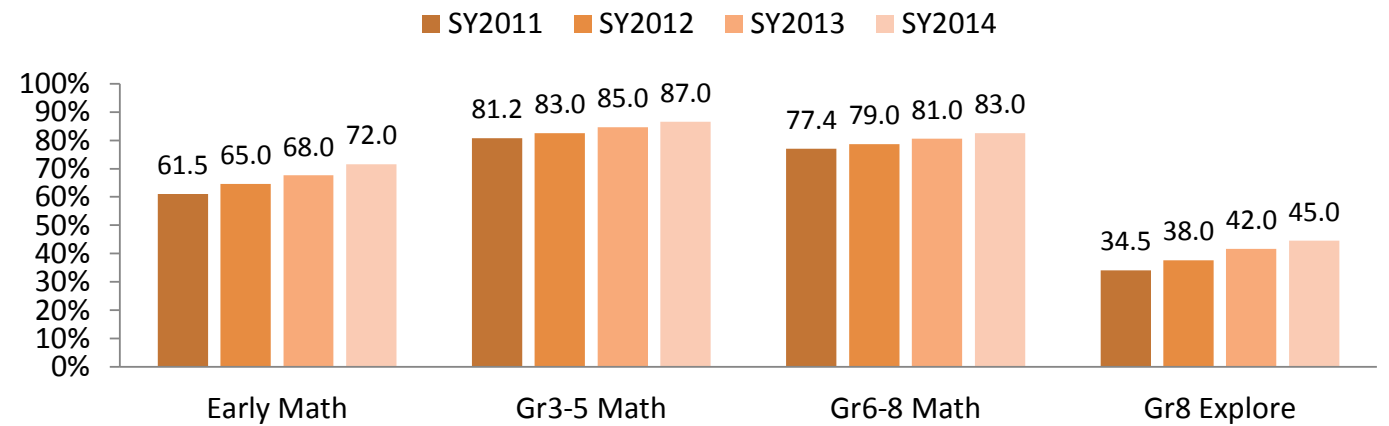
1. Improve reading achevement by continuing to build a balanced literacy program that will result in an increase in individual academic gains.
2. Improve mathematical knowledge and achievement that will include problem solving, data collection, and higher order thinking skills
3. Develop a Response to Intervention school wide structure and system to provide research based strategies to meet the individual needs of students.
4. Improve science achievement by increasing staff knowledge of best practices for science, implementing school wide units of study and updating resources.
5. To enhance student learning by providing arts instruction to all students, integrating into the curriculum, and creating opportunities to showcase student growth in the arts.

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:	Christian Ebinger 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
Serena Peterson	Principal
Debbie Nikokavouras	Assistant Principal
Amy Dolhay	LSC Member
Maggie Burke	Classroom Teacher
Kathy Murphy	Classroom Teacher
Cheryl Beno	Classroom Teacher
Denise Lara	Classroom Teacher
Kelly Lato	Classroom Teacher
Pana Kolintzas	Classroom Teacher
Mary Tsastos	Classroom Teacher
Jim Majewski	Special Education Faculty
Alicia Dickinson	Lead/ Resource Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	84.7	87.0	89.0	91.0		Early Math % of students at Benchmark on mClass	61.5	65.0	68.0	72.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	68.5	71.0	73.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	81.2	83.0	85.0	87.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.3	65.0	68.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	82.2	83.0	85.0	87.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	69.4	72.0	74.0	76.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	77.4	79.0	81.0	83.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.1	73.0	75.0	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.8	60.0	63.0	66.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	53.4	56.0	59.0	63.0		Explore - Math % of students at college readiness benchmark	34.5	38.0	42.0	45.0



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	95.9	96.1	96.3	96.5					
					Misconducts Rate of Misconducts (any) per 100	9.3	8.0	7.0	6.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	88.3	89.3	91.0	92.0		ISAT - Reading % of students exceeding state standards	40.2	43.0	45.0	48.0
ISAT - Mathematics % of students meeting or exceeding state standards	93.8	94.0	94.2	94.6		ISAT - Mathematics % of students exceeding state standards	50.6	53.0	55.0	57.0
ISAT - Science % of students meeting or exceeding state standards	89.9	90.1	90.3	91.0		ISAT - Science % of students exceeding state standards	33.0	37.0	41.0	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 ----->			3
	<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>Ebinger Elementary School's priorities for this school year have been the following:</p> <ul style="list-style-type: none"> Building a consistent and comprehensive balanced literacy program Researching and piloting The Daily 5 Learning Cycles on Extended Response Building a Professional Capacity among stakeholders - especially teachers Establishing an Instructional Leadership Team Establishing protocols for Response to Intervention Developing Units of Study Incorporating PBIS 	
	Principal Leadership ----->			4
	<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 developed a school schedule that led for consistent opportunities for staff collaboration</p> <p>Principal arranged for an ILT that meets weekly and develops learning cycles that have clear weekly objectives, pre and post evaluations, safe practices, and peer observations. Looking a student work has also become a priority.</p> <p>College readiness has become part of the vocabulary at Ebinger along with developing a more rigorous curriculum using the common core standards.</p> <p>Principal and Assistant Principal spend over half of their day on instructional planning and observations</p> <p>Principal provides a monthly newsletter to parents, developed communication protocols between teachers and parents, hosts a parent coffee each month, hosted a book club in January, and was able to install a school marquee for better communication with the 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
Teacher Leadership ----->			3
<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>Ebinger School's Teachers participated in at least two of the following committees:</p> <ul style="list-style-type: none"> ILT Grade Level Teams Rtl CIWP PPC PPLC Science Fair Wellness Longer School Day Committee Track-a-thon 	

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) ----->			
<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>The ILT meets on a weekly basis. Representatives are based on grade levels and we have a special education and exploratory teacher on the ILT. All members are expected to report back to their continuencies following the meeting. This year the ILT has: Written two learning cycles on extended response. Those learning cycles include:</p> <ul style="list-style-type: none"> Looking at Student Data Looking at Student Work - specifically extended response Provided the entire staff professional development Led Grade Level Meetings Provided Parent Training 	4
Monitoring and adjusting ----->			
<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>Ebinger's ILT meets weekly to discuss instructional practices and data. Learning Cycles are developed and monitored on a six week cycle. Student work is assessed and practices are monitored.</p>	2

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 ----->			2
	<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>Ebinger's curriculum is still at the level of "typical" we are beginning to work towards a more rigorous curriculum tied to the common core. Some areas that we are working on are:</p> <ul style="list-style-type: none"> Both Jr. High Math Teachers are now endorsed in Algebra 1 All students at Ebinger participated in the Science Fair Third Grade piloted full implementation of Reading and Writing Workshop using the Daily 5 Model 	
	Instructional materials ----->			2
	<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>Currently most classroom still rely on the Core Reading Program (Imagine It) as its primary source for instruction. Some teachers still struggle with using Everyday Mathematics with high fidelity.</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 ----->			3
<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>All students in grades K-2 are assessed using the DIBELS tool for literacy. Around 75% of the staff progress monitors students regularly. We have had five students not make adequate growth according to the DIBELS tool.</p> <p>All students in Grades 3-8 take the SCANTRON assessment. More follow-up with students on their scores and goals is needed.</p> <p>The fifth grade using Achieve 3000 regularly. Other students are able to access this program through Rtl. Fidelity issues are ongoing in relation to student-teacher communication through the email component of the 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
Instruction ----->			3
<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>All teachers have been inserviced on the Hess Matrix. There is a better understanding of what constitutes "rigor." Most instruction is still delivered whole-group.</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
Professional Learning	Intervention ----->			2
	<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>A school-wide Response to Intervention protocol is in place. Each grade level meets every other week to discuss students (interventions, assessments, movement between tiers). More work needs to be done on research based interentions.</p>	
	Whole staff professional development ----->			4
	<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>Whole staff professional development has been focused and aligned with:</p> <ul style="list-style-type: none"> Balanced Literacy Rtl PBIS Common Core Standards Looking at Student Work 	

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 3:1	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>Teachers meet as teams every week for either grade level meetings or RtI meetings. All meeting use protocols in order to make sure the meetings stay on task.</p> <p>Grade Level Meetings have included the following: Reading and discussing Daily 5 Professional Development on Hex Matrix, Extended Response, Units of Study, etc...</p> <p>Each grade level has an ILT representative that reports back to them and is also deemed "the expert" in what is expected on our learning cycles.</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>Ebinger had only one new staff member this school year. She was not a "new teacher" but had a previous role as a literacy coach.</p> <p>All staff has been surveyed on instructional needs and supports. PD is aligned with those needs and support is given to all teachers.</p> <p>Teachers receive informal and formal observations.</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 ----->			3
	<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>Ebinger School takes great pride in reinforcing our expectations for college-readiness. During Open House the principal shared with all of the parents that part of our school's vision is to make all students college-ready when they leave Ebinger.</p> <p>Ebinger hosted a high school fair for all of the neighborhood elementary schools in the fall. We have eight students accepted to selected enrollment high schools. Many of our eight graders will attend private high schools.</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>All students with IEPs are included in the general education setting. Our para professionals have taken part in two different trainings this year to help students in an appropriate way.</p> <p>Even with the loss of after school funding all students are encouraged to become active by participating in sports programs (including no cut cross country and track), foreign language, school newspaper, yearbook, Battle of the Books, and stock market program.</p> <p>It is part of the Ebinger School culture to offer help before and after school to any and all students who need it.</p>	
Behavior & Safety ----->			4	
	<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>With the introduction of PBIS and SOAR, Ebinger School has seen dramatic decreases in student discipline referrals. We have had an average of two misconduct reports per 100 students this school year down from 8 per 100 last year! Grades Three - eight also have a daily checklist system that provides for daily reinforcement of academic and behavioral expectations.</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 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>All parents were give a newly published Ebinger Parent Handbook at the beginning of the school year.</p> <p>The principal shared the Ebinger Scorecard at the November LSC meeting. All parents were given a copy of the scorecard at the November Report card Pick-up.</p> <p>All families were invited to a Curriculum Night at the beginning of the school year. This help provide parents with academic expectations while helping new families understand the school culture. A special 8th grade meeting was also held for better explanation on high school selection process.</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>All teachers keep a "parent contact log" and turn it in to the principal on a monthly basis. Teachers are expected to return phone calls and emails within 24 hours. Each grade level sends out a monthly newsletter to the families. The principal sends out a monthly newsletter via school email. All important events and information are posted on the school website and emailed to parents. A marquee was installed on the school grounds to highlight</p>	
	Bonding ----->			4
	<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>Ebinger has been fortunate to have the same clerk for over 30 years. She knows all of the families by name and greets them personally when they arrive in the office or by phone.</p> <p>Principal hosts a coffee social each month for parents to come and have full access.</p> <p>All students participate in a musical concert throughout the year. All students participated in science fair. The Battle of the Books team went to the city finals. Several of our sports team made it into the playoffs</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
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<p>We are fortunate that most of our students do not need this type of outreach. However, our social worker works closely with families - all families in need not just those who receive special education services.</p>	
	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. 	<p>Ebinger hosted a high school fair for all of the surrounding elementary schools. Students in 7th and 8th grade were invited to attend.</p>	
Academic Planning ----->			3	
<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. 	<p>College-ready has become part of our everyday vocabulary at Ebinger. There has been much more focus on this endeavor including more preparation for the Explore test.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	<p>Students after school activities included: Foreign Language, Instrumental Band, Chorus, Sports, Girls on the Run, Battle of the Books, School Newspaper, Nasa Space Explorers, Young Rembrandts, and Ensemble Espanol.</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	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. 	College-ready has become part of our everyday vocabulary at Ebinger. There has been much more focus on this endeavor including more preparation for the Explore test.	
	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. 	N/A	
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. 	Much work on vertical alignment of the curriculum has been accomplished this year. Vertical teams of teachers spend professional development time looking at student work in all grades.	

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. 	Ebinger Elementary School receives very few discretionary funds. All funds this year have gone to literacy instructional materials, professional development opportunities, increase work time for our school clerk, and technology integration.	
	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. 	No position has been left "empty" to the detriment of our students. One teacher on leave has had one teacher in the classroom with over twenty years experience teaching that grade. An assistant principal was hired with four years experience. A third grade teacher was hired with a reading specialist degree along with NBCT status. One paraprofessional left to student teach but a replacement was hired the month prior and volunteer to spend time getting trained prior to beginning.	
	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>All grade levels have common planning periods They meet weekly to instructional practices and RTI students.</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

All students graduating from Ebinger will have a clear understanding of their own strengths and passions for learning, allowing each child the opportunity to identify and pursue his or her individual goals for college and career readiness. Ebinger's professional learning community will focus on learning by working collaboratively and by holding ourselves accountable for results that fuel contnuel learning in all content areas.

We will strive to accomplish this for each child by:

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve reading achevement by continuing to build a balanced literacy program that will result in an increase in individual academic gains.	Based on Ebinger's college readiness data (Explore), only 53.4% of our students made the EOY benchmark in 2011. In our grades K-2 84.7% of our students reached the EOY benchmarks on the DIBELS. In 2011 only 21.2% of our students exceeded on the ISAT. More work needs to be done to sustain and surpass our current academic outcomes. Balanced literacy will provide the structure for differentiated instruction. There will be a school wide effort to provide time during the literacy block for whole, shared, guided, and independent learning.
2	Improve mathematical knowledge and achievement that will include problem solving, data collection, and higher order thinking skills	Based on Ebinger's college readiness data (Explore), only 34.5% of our students made the EOY benchmark in 2011. In grades K-2s 61.5% of our students reached the EOY benchmarks in MClass. In 2011, only 51.6% of our students exceeded on the ISAT. Teachers will need more professional development in order for our math curriculum to be implemented with high fidelity. Upper grade math is entirely Algebra based and will need to be revamped.
3	Develop a Response to Intervention school wide structure and system to provide research based strategies to meet the individual needs of students.	Currently all classroom teachers implement Rtl protocols with selected students. Teachers meet bi-weekly to discuss students transitioning between tiers. Teachers need more training in developing research based strategies for daily interventions.
4	Improve science achievement by increasing staff knowledge of best practices for science, implementing school wide units of study and updating resources.	Based on Ebinger's college readiness data (Explore) only 25.4% of our students made the EOY benchmark in 2011. This school year all students participated in a school wide science fair, but many found the process to be difficult. Our science curriculum needs to be aligned with the common core standards and an increase in hands-on learning must consist of 50% of instruction.
5	To enhance student learning by providing arts instruction to all students, integrating into the curriculum, and creating opportunities to showcase student growth in the arts.	Ebinger continues to host a CPS Magnet Cluster Fine Arts Program. In the past one of those positions was used as a classroom teacher. That will be remedied this year.

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
Improve reading achievement by continuing to build a balanced literacy program that will result in an increase in individual academic gains.	Based on Ebinger's college readiness data (Explore), only 53.4% of our students made the EOY benchmark in 2011. In our grades K-2 84.7% of our students reached the EOY benchmarks on the DIBELS. In 2011 only 21.2% of our students exceeded on the ISAT. More work needs to be done to sustain and surpass our current academic outcomes. Balanced literacy will provide the structure for differentiated instruction. There will be a

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement balanced literacy in classrooms Kindergarten through 8th.	ILT/ Teacher Teams	All	Administration	Summer 2012			
Professional Development on balanced literacy provided by Boundless Readers	Professional Development	All	Administration	Summer 2012			
School Wide Professional Development on Classroom Set-up / Environment	Professional Development	All	Admin/ILT	Quarter 1			
School Wide professional development on whole group mini-lessons. (Reading Workshop and Writing Workshop)	Professional Development	All	Admin/ILT	Quarter 1			
Professional Development on the structure of guided reading lessons.	Professional Development	All	Admin/ILT	Quarter 2			
Implement vertically aligned units of study using the Chicago Framework for Teaching.	Instruction	All	Admin/ILT	Quarter 1			
Create a unit of study using Common Core Standards	Instruction	All	Admin/ILT	Quarter 1			
Create high quality classroom libraries that include high interest books and books that will support units of study.	Instructional Materials	All	Administration	On-going			
Maintain teacher bookroom and update as necessary to support guided reading instruction.	Instructional Materials	All	Administration	On-going			
Professional Development on NWEA.	Professional Development	All	Administration	Summer 2012			
Reduced Class Size Teacher	Staffing	Other student group	Administration	On-going			
School Wide Literacy Night.	Parental Involvement	All	All Staff	Quarter 3			
Primary Reading Week	Parental Involvement	All	Primary Tchrs.	Quarter 3			
ILT will continue to create learning cycles on school wide instructional needs based on data including NWEA.	ILT/ Teacher Teams	All	Admin/ILT	On-going			
Grade Levels will meet weekly.	ILT/ Teacher Teams		Admin/ILT	On-going			



Strategic Priority 1

Provide Students with the opportunity to participate in Battle of the Books	After School/ Extended Day	Other student group	Activity Sponsor	On-going			
Students will participate in a before school newspaper program.	After School/ Extended Day	Other student group	Activity Sponsor	On-going			



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop a Response to Intervention school wide structure and system to provide research based strategies to meet the individual needs of students.	Currently all classroom teachers implement RtI protocols with selected students. Teachers meet bi-weekly to discuss students transitioning between tiers. Teachers need more training in developing research based strategies for daily interventions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development on Research Based Strategies	Professional Development	All	Administration	Quarter 1			
Professional Development on implementation on Aimsweb	Professional Development	All	Administration	Quarter 1			
Each Teacher will maintain a RTI Folder for identified students in tiers 2 - 3 including enrichment.	Instruction	Other student group	Classroom Teachers	On-going			
RTI teams will develop protocols for student movement within Tiers.	Instruction	All	RTI Team/Admin	Quarter 1			
Create RTI Team that will include representation from each grade band, psychologist, OT, SPL, nurse, etc.	ILT/ Teacher Teams	All	Administration	Quarter 1			
Bi-monthly grade level meetings to discuss progress of RTI students.	ILT/ Teacher Teams	Other student group	RTI Team/Admin	On-going			
Classroom teachers will compile research-based interventions for reading and math to share with all staff.	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1			
Purchase Achieve 3000 license.	Equipment/ Technology	Other student group	Administration	Summer 2012			
Each teacher will have a designated time in full school day to devote to RTI practices.	Instruction	All	Administration	On-going			
Continue to improve on school wide RTI protocols and systems.	Other	All	RTI Team/Admin	On-going			
100% of teachers will identify Tier 2 students through baseline assessments and begin doing interventions.	Instruction	All	Classroom Teachers	Quarter 1			
Hire Response to Intervention Tutors	Staffing	Other student group	Administration	On-going			
Part-time guidance assistance to assist teachers with progress monitoring.	Staffing	Other student group	Administration	On-going			

Strategic Priority 5

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

Strategic Priority Description	Rationale
To enhance student learning by providing arts instruction to all students, integrating into the curriculum, and creating opportunities to showcase student growth in the arts.	Ebinger continues to host a CPS Magnet Cluster Fine Arts Program. In the past one of those positions was used as a classroom teacher. That will be remedied this year.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Full-time music teacher	Staffing	All	Principal	Quarter 1			
Full-time visual arts teacher	Staffing	All	Principal	Quarter 1			
Full-time technology and media arts teacher to incorporate graphic arts	Staffing	All	Principal	Quarter 1			
Integration of arts into the curriculum at all grades, align with common core standards.	ILT/ Teacher Teams	All	MCLT	On-going			
Partner with arts organizations to bring in teaching artists, residency programs and in school performances for students.	Other	All	Principal	On-going			
Seek funding and grant opportunities to purchase materials for art projects and replace aging instruments.	Equipment/ Technology	All	All Staff	On-going			
Provide after school arts enrichment programs for students	After School/ Extended Day	All	Principal	Quarter 1			
Create opportunities for students to share what they learn and create in arts classes, concerts, visual art shows and plays.	Instruction	All	MCLT	On-going			
Continue to develop drama and dance programs so students are exposed to all four art forms.	Instruction	All	MCLT	On-going			
Purchase instructional materials and supplies to support the arts programs.	Instructional Materials	All	Principal	On-going			
Continue onto Phase 2 of the Let's Get Connected Initiative	Equipment/ Technology	All	Principal	On-going			



Strategic Priority 5
