



Richard Edwards Elementary School

Midway Elementary Network

4815 S Karlov Ave Chicago, IL 60632

ISBE ID: 150162990252185

School ID: 609903

Oracle ID: 23081



Mission Statement

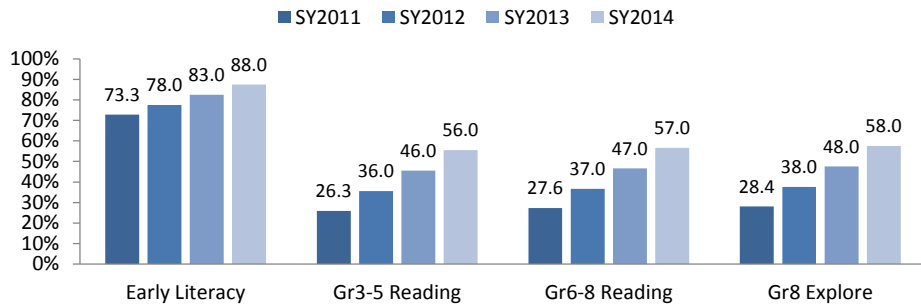
Richard Edwards Elementary School will provide a rigorous academic program for all students, including those with disabilities and English Language Learners. This will be achieved rigorous curriculum based on the Common Core State Standards will be used to improve students' learning in the core subject areas. This curriculum and the overall educational experience of the students will be enriched by a strong fine arts and International Baccalaureate Middle Years Program. Community involvement and the dedication of parents will be nurtured to ensure that students and parents benefit from their local school through the Local Student Council, parent committees, and other activities designed for parent education and involvement.

Strategic Priorities

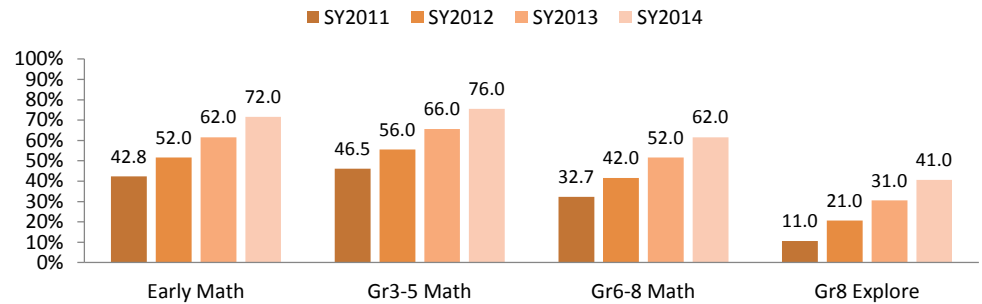
1. To successfully transition from Illinois State Standards to Common Core State Standards
2. Data gleaned from various assessments and observations will be used to determine curricular priorities.
3. Engage parents and community stakeholders in the learning environment by increasing their knowledge and capacity regarding academic and other expectations for all students

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:	Richard Edwards 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
Judith Sauri	Principal
Jason McGinnis	Assistant Principal
Michael Rassel	Lead/ Resource Teacher
Diana Betout	Lead/ Resource Teacher
Mayela Perez-Fajardo	ELL Teacher
Erica Cardenas	LSC Member
Elizabeth Salinas	Special Education Faculty
Jan Lazar	Classroom Teacher
Paula Miranda	Parent/ Guardian
Lorenzo Rodriguez	Counselor/Case Manager
Elizabeth Stock	Support Staff



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	73.3	78.0	83.0	88.0		Early Math % of students at Benchmark on mClass	42.8	52.0	62.0	72.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.3	36.0	46.0	56.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.5	56.0	66.0	76.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.2	62.0	72.0	82.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.5	72.0	82.0	87.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.6	37.0	47.0	57.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.7	42.0	52.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.8	60.0	70.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.1	54.0	64.0	74.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	28.4	38.0	48.0	58.0		Explore - Math % of students at college readiness benchmark	11.0	21.0	31.0	41.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.3	96.0	96.5	97.0					
					Misconducts Rate of Misconducts (any) per 100	10.3	8.0	6.0	4.0

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	68.0	78.0	88.0	93.0		ISAT - Reading % of students exceeding state standards	11.4	16.0	21.0	26.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.1	87.0	90.0	93.0		ISAT - Mathematics % of students exceeding state standards	17.6	22.0	27.0	32.0
ISAT - Science % of students meeting or exceeding state standards	66.1	76.0	86.0	90.0		ISAT - Science % of students exceeding state standards	7.4	17.0	22.0	27.0

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>The school's ILT has created a plan for the 2011-2012 and 2012-2013 school years. This plan includes both specific goals for improvements in student achievement and the implementation of a rigorous curriculum via the Common Core State Standards.</p>	
	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>Edwards Elementary is currently providing a series of professional development sessions that relate to common themes. Predominantly, these themes include Positive Behavior Intervention and Support through the CHAMPS method and training in how to align the curriculum to the Common Core State Standards.</p> <p>The principal and instructional leadership team monitor and assist teachers on a regular basis to assure that the most professional and research-based teaching methods are being used in the classrooms. Also, those methods, ideas, and tasks provided during professional development are expected to be visible in everyday classroom instruction and management.</p> <p>The parents are actively involved in the school through myriad clubs, activities, organizations, teacher-created events, and other projects.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers at Edwards are a dedicated to the learning of all students through active participation in the following activities and committees:</p> <ul style="list-style-type: none"> --Grade Level Teams --Rtl Team --ILT --Teacher Mentoring --Data Inquiry Teams --SIPAAA/CWIP Team --Union Representative --International Baccalaureate Team <p>Teachers at Edwards are a dedicated to the learning of all students through active participation in the following activities and committees:</p> <ul style="list-style-type: none"> --Grade Level Teams --Rtl Team --ILT --Teacher Mentoring --Data Inquiry Teams --SIPAAA/CWIP Team 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<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 school's ILT has created a plan for the 2011-2012 and 2012-2013 school years. This plan includes both specific goals for improvements in student achievement and the implementation of a rigorous curriculum via the Common Core State Standards.</p> <p>The ILT team consists of the following: Principal, Assistant Principal, Dean of Students, IB Coordinator (Teacher Representative), Bilingual Coordinator (Teacher Representative), Case Manager</p> <p>The ILT analyzes and reviews data gleaned from the classroom observations, review of curriculum maps, lesson plans, and teacher feedback to drive and improve implementation of the CCSS. PPLC and ILT worktogether to enhance our PLC. Teachers participate in monthly peer observation sessions as well as weekly grade level meetings to design plans and discuss student progress.</p> <p>The ILT compiles, analyzes and uses data to help drive instruction. This is done in conjunction, and through collaboration with, grade level teams.</p> <p>The ILT team reviews the success and areas of improvement of its actions and pursues different options and actions to further improve</p>	
Monitoring and adjusting			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The staff at Edwards has been dedicated to using data to drive instruction for many years now. Through myriad trainings and experience with analyzing data, the grade level teams and the ILT have worked out systems by which to look and data and use it to direct instructional goals and procedures.</p> <p>In particular, one 40 minute period (possibly 60 minutes during the Full School Day) each grade level team looks at data from any of the following sources and adjusts instruction accordingly:</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>Each grade level is responsible for constructing curriculum maps for each school year. Curriculum maps are created under general guidance by the ILT team and directives that are supported by CPS policy and professional development.</p> <p>The teachers at Edwards are currently receiving professional development regarding the implementation and curriculum alignment of the Common Core State Standards. Current curriculum maps are designed with this transition in mind. All grade level teams are in a position to align some reading curriculum to the "unpacked" standards in Reading, Writing, and at some grade levels, Math. Further development of this process will result in full preparedness for use of the Common Core State Standards when creating curriculum maps for the 2013-2014 school year.</p> <p><i>Teacher short-term plans (weekly) are expected to include criteria</i></p>	
	Instructional materials ----->			3
	<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>An inventory is conducted during the summer of each school year and texts, workbooks, and any necessary items are ordered for teachers and staff. This is true for bilingual, special, and general education students/teachers.</p> <p>As we transition to the CCSS, instruction in Reading will move from a system where the basal is the dominant resource to a system of leveled texts/reading materials. Leveled and genre-organized classroom libraries will continue to be a vital component to the</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>				

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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>The staff at Edwards has been dedicated to using data to drive instruction for many years now. Through myriad trainings and experience with analyzing data, the grade level teams and the ILT have worked out systems by which to look and data and use it to direct instructional goals and procedures.</p> <p>In particular, one 40 minute period (possibly 60 minutes during the Full School Day) each grade level team looks at data from any of the following sources and adjusts instruction accordingly:</p> <p>IDEL DIBELS Scantron mClass Math ISAT Curriculum Based Assessments Formative and Summative Assessments--Teacher Team Created Basic Reading Inventory ACCESS</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Teachers at Edwards make the learning objectives clear to their students at the start of instruction. Teachers are required to have the objectives posted at the front of the room in a manner that all students can see and understand them.</p> <p>Differentiated instruction in conjunction with the Response to Intervention process requires questioning and work at different levels of Maslow's Hierarchy. It is expected, and monitored by administration, that concepts and skills be taught in a progress manner from the lower end of Maslow's Hierarchy to the more advanced levels in order to obtain a deeper, fuller understanding.</p> <p>Small groups are adjusted as determined by assessments so that students having difficulty with a particular skill may have their needs met.</p> <p>Current professional practice requires the use of formative assessment to drive instruction. Grade level teams create these</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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>At Edwards using the following screening measurements for determining initial academic placement (bilingual students in particular) and ability levels per skill and subject areas: IDEL DIBELS ACCESS mCLASS Math Basic Reading Inventories (when necessary)</p> <p>The Scantron Performance Series is the current assessment used to gauge growth over time among our 3rd to 8th grade students. DIBELS, IDEL, and mClass Math are also used to determine growth in Reading and Math over the course of the school year.</p> <p>Edwards has a strong Response to Intervention program and multiple methods of intervention are used to meet the</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Edwards Elementary is currently providing a series of professional development sessions that relate to common themes. Predominantly, these themes include Positive Behavior Intervention and Support through the CHAMPS method and training in how to align the curriculum to the Common Core State Standards.</p> <p>Edwards has determined the areas of need for the upcoming year plans professional development activities accordingly. These priorities are:</p> <p>PBIS (CHAMPS)</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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>The leadership at Edwards centers itself on providing teachers with the tools and guidance needed to empower themselves toward the common goal of student learning.</p> <p>Grade level teams are expected to meet at least once a week to discuss instructional goals, planning, assessments, and data analyses. These teams sustain an open communication with the ILT/administration.</p> <p>Teacher teams are responsible for all of the students at their grade level. This idea of shared ownership is required and is best practice, especially in a school as large as Edwards.</p> <p>The administration/ILT is responsible for taking feedback from the teachers and their teams and for offering direction, guidance, and correction when needed. Accountability of the teacher teams is kept</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>At Edwards, there is not a high turnover rate, but new teachers are provided with the support they need to be successful. New teachers are to be supported and mentored by their grade level teams.</p> <p>New teachers participate in the same professional development activities as the rest of the staff. Veteran teachers are responsible for communicating grade level expectations when necessary.</p> <p>The ILT and administration place teachers through orientation at the beginning of each year to prepare veteran and new teachers alike to prepare them for any policies, procedures, curricular changes, etc. that have occurred.</p> <p>New teachers are asked to visit the classrooms of model veteran teachers so they may be more clear as to what is expected by</p>	

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	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>Edwards is a school of high expectations and it is made very clear to all stakeholders that students are expected to go to college. Edwards is an IB school and students are prepared via this program for college. Additionally, Edwards receives help from GEAR-UP, which is grant-based program that prepares students for college by educating both parents and students as to the requirements of a college education.</p> <p>There is a strong student council at Edwards and they maintain an active role in sharing their concerns with school leadership.</p>	
	Relationships ----->			3
	<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>Every classroom teacher at Edwards, as well as the teaching assistants and ILT are advocates for our students. Students are reminded often that they may talk to us about any issue and that their safety and well-being is a top priority.</p> <p>This is reinforced by training staff in the PBIS process and by maintaining a caring relationship with all students and parents that allows them to feel comfortable about coming to us with their concerns.</p> <p>The students and staff have a lot of exposure to students with disabilities and they are accepted among the general education population. This is being further encouraged by an increased</p>	
Behavior & Safety ----->			3	
	<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>Positive Behavior Intervention and Supports through the process of CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) is used at Edwards. Teachers are monitored, and held accountable for, the use of positive reinforcement and praise to encourage desired classroom behaviors.</p> <p>When necessary, a system of discipline referrals and consequences per the CPS Student Code of Conduct is applied.</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 ----->			3
	<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>Edwards has an active parent population. The principal provides training for parents on multiple levels, including but not limited to:</p> <ul style="list-style-type: none"> Academic Expectations Gradebook Portal Access Special Education Bilingual Education Health and Safety Homework Policy Parenting <p>These trainings and workshops occur frequently and allow the principal to convey the academic and behavioral expectations of the</p>	
	Ongoing communication ----->			3
	<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>Teachers at Edwards maintain a steady communication with parents through letters home, conferences, and phone calls. Additionally, a newsletter is sent home each month where the principal is able to communicate important events and information. The all-call method is also used to inform parents about upcoming events, updates, etc.</p>	
Bonding ----->			3	
	<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>Parents are invited to many meetings, workshops, theatrical performances, and other activities on a frequent basis. Teachers often hold activities where parents are welcome. One of the tenets of Edwards' mission is to hold a very open line of communication with parents and community stakeholders. The leadership of the school feels strongly that the school is a reflection of its community and vice-versa. Therefore a strong community involvement is necessary to create an environment that most benefits student learning.</p> <p>Edwards has an active parent population. The principal provides</p>	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	At Edwards we generally have cases each year where students require services outside of the school. We have a strong specialized services team that works with these families to get the support they need.	
	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. 	Edwards is a school of high expectations and it is made very clear to all stakeholders that students are expected to go to college. Edwards is an IB school and students are prepared via this program for college. Additionally, Edwards receives help from GEAR-UP, which is grant-based program that prepares students for college by	
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. 	Edwards is a school of high expectations and it is made very clear to all stakeholders that students are expected to go to college. Edwards is an IB school and students are prepared via this program for college. Additionally, Edwards receives help from GEAR-UP, which is grant-based program that prepares students for college by educating both parents and students as to the requirements of a college education. There is a strong student council at Edwards and they maintain an active role in sharing their concerns with school leadership.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	There are many extra-curricular activities at Edwards. These include activities that include all grade levels K-8. Here are just a few examples of these programs: Ballet		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			4
	<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. 	At Edwards, the ISAT and EXPLORE assessments are used to gauge academic preparedness for High School.	
	College & Career Admissions and Affordability ----->			4
	<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 ----->			3	
	<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. 	The grade level teams at Edwards are required to hold <i>vertical</i> meetings where the grade level teams meet with teams of different grade levels. This allows them to make sure each grade level understands the academic status of the students they will have in the following school year.	

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. 	<p>Discretionary funding (predominantly 332 and 225 funds) are used to assure they meet needs as stated in the school's SIPAAA. Discretionary funds are spent according to CPS policy.</p> <p>Edwards receives grants (IB, All Stars, GEAR-UP, etc.) in order to support the school's academic and college-readiness priorities.</p>	
	Building a Team ----->			3
	<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. 	<p>When considering new staff for Edwards, there is a discussion by administration/ILT as to what is needed to best meet the students' needs.</p> <p>Candidates for new positions are interviewed by multiple members of the administration and/or ILT. Teachers are placed at grade levels where their expertise is most appropriate for the short- and long-term benefit of the students.</p> <p>Due to the high academic standards at Edwards, it is important that staff of high quality are hired. This requires a thorough look at the candidate's credentials including references and past performance.</p>	
Use of Time ----->			3	
	<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>Edwards classroom and ancillary schedules are designed with a focus on optimal instructional time in the core subject areas. In planning for the 2012-2013 school year, the planning will be taking into account the increased amount of co-teaching that will occur for our students with IEPs.</p>	

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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

Richard Edwards Elementary School will provide a rigorous academic program for all students, including those with disabilities and English Language Learners. This will be achieved rigorous curriculum based on the Common Core State Standards will be used to improve students' learning in the core subject areas. This curriculum and the overall educational experience of the students will be enriched by a strong fine arts and International Baccalaureate Middle Years Program. Community involvement and the dedication of parents will be nurtured to ensure that students and parents benefit from their local school through the Local Student Council, parent committees, and other activities designed for parent education and involvement.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To successfully transition from Illinois State Standards to Common Core State Standards	Students will benefit from the more rigorous curriculum and improved performance expectations.
2	Data gleaned from various assessments and observations will be used to determine curricular priorities.	Using data from performance-based assessments, progress monitoring, screenings, and teacher observations will provide more specific and relevant instruction for our students.
3	Engage parents and community stakeholders in the learning environment by increasing their knowledge and capacity regarding academic and other expectations for all students	Research has demonstrated that the level of involvement in a local school by parents and community members may increase the overall academic and social success of a school's student population.
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
To successfully transition from Illinois State Standards to Common Core State Standards	Students will benefit from the more rigorous curriculum and improved performance expectations.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development will be given on a regular basis to train teachers on the common core standards and their planning and implementation of the CCSS.	Professional Development	All	ILT	Quarter 1	On-going	On-Track	
We have and will continue to meet with the PPLC which are the chairs of each grade level.	ILT/ Teacher Teams	All	ILT and Grade level chairs.	Quarter 1	On-going	On-Track	
Teachers will attain a thorough understanding of the standards and create more rigorous objectives to address the standards.	After School/ Extended Day	All	Classroom Teachers and ILT	Quarter 1	On-going	On-Track	
The content will be thoroughly addressed utilizing Bloom's Taxonomy.	Instruction	All	Teacher Teams/ Classroom Teachers	Quarter 1	On-going	On-Track	
Students will benefit from the more rigorous curriculum and improved performance expectations supported by reading interventions including leveled texts, computer programs, and other materials deemed appropriate for this purpose as the SY 2012-2014 proceed.	Supplies	All	Classroom Teachers and Technology Coordinator	Quarter 1	On-going	On-Track	



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
Data gleaned from various assessments and observations will be used to determine curricular priorities.	Using data from performance-based assessments, progress monitoring, screenings, and teacher observations will provide more specific and relevant instruction for our students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Based on interim assessments, the ILT will determine which standards are being properly implemented and which standards may need more focus and direction in terms of instructional and planning fidelity.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going	On-Track	
• Teachers will gain insight into different teaching methods and apply the skills acquired from the observations of their colleagues.	ILT/ Teacher Teams	All	Teacher Teams/ Classroom Teachers	Quarter 1	On-going	On-Track	
• Observations will help align goals and objectives based on student progress.	Instruction	All	Teacher Teams/ Classroom Teachers	Quarter 1	On-going	On-Track	
• The student will develop skills in the key area(s) of deficiency.	Instruction	All	Teacher Teams/ Classroom Teachers	Quarter 1	On-going	On-Track	
• Teachers will gain knowledge into students' progress in other classes through discussions and analysis of data. Time will be allotted outside of the normal school hours when necessary.	After School/ Extended Day	All	Teacher Teams/ Classroom Teachers	Quarter 1	On-going	On-Track	
• The level of content will be adjusted based on assessments made throughout the previous week and students will be instructed at grade level or above based on assessments and evaluations.	Supplies	All	Teacher Teams/ Classroom Teachers	Quarter 1	On-going	On-Track	



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
Engage parents and community stakeholders in the learning environment by increasing their knowledge and capacity regarding academic and other expectations for all students	Research has demonstrated that the level of involvement in a local school by parents and community members may increase the overall academic and social success of a school's student population.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Parent Meetings, LSC Meetings, BAC Meetings, NCLB-PAC workshops (SLI), GEAR-UP parent meetings, Special Education Parent Workshops and Newsletters will be used to communicate information about CCSS. This will include how the CCSS will affect their child's experiences at Edwards (homework, scheduling, class work, and assessments).	LSC/ PAC/ PTA	All	Committee Chairs	Quarter 1	On-going	On-Track	
• Quarterly data presentation for parents and community.	Parental Involvement	All	Teacher Teams and ILT	Quarter 1	On-going	On-Track	
• Parents will also be encouraged to review data presented by the Midway Network and the school to assure transparency.	Parental Involvement	All	ILT and Teacher Teams	Quarter 1	On-going	On-Track	
• The student will be an active participant in the educational process and serve as a bridge between the parents and teachers.	Instruction	All	Teacher Teams/ Classroom Teachers	Quarter 1	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