



2012-2014 Continuous Improvement Work Plan

Edward K Ellington Elementary School

Austin-North Lawndale Elementary Network

243 N Parkside Ave Chicago, IL 60644

ISBE ID: 150162990252187

School ID: 609904

Oracle ID: 23101



Mission Statement

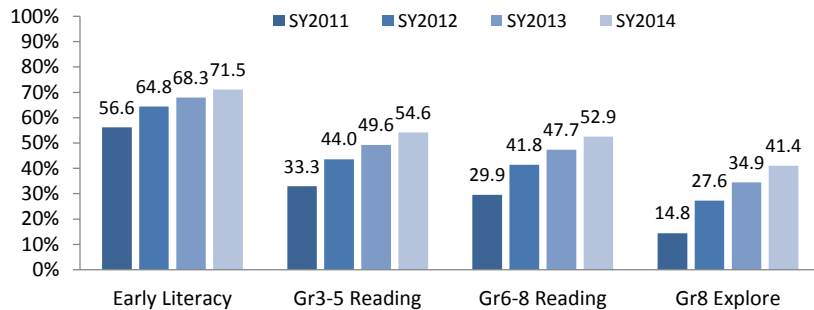
The mission of Edward "K" Duke Ellington Elementary School is to foster student success by providing the best contemporary education through instructional practices and organizational teaching models for all Ellington students. The curriculum will be integrated to encourage rigorous academic, social, and technological skill development. The Least Restrictive Environment (LRE) will continue to be an important criterion for all students who are eligible for specialized services prior to placement. In addition, continuing to build a safe learning environment and developing a productive school climate among staff, parents, students, and community will be ensured.

Strategic Priorities

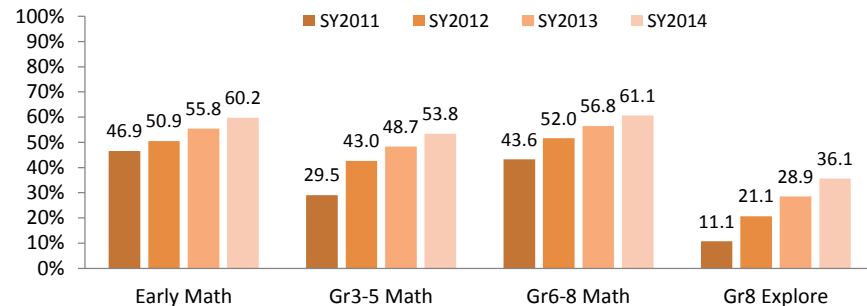
1. Teachers will effectively deliver Common Core aligned literacy instruction and math instruction supported by high quality texts and resources to increase the number of students exceeding on state tests.
2. Provide a systematic math and reading intervention process to students who are identified on beginning of year screeners and monitor student progress.
3. School personnel will effectively use Foundations as a whole school approach to ensure positive interactions with students that are culturally connected and relevant to their lives.

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:	Edward K Ellington 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
Shirley Scott	Principal
Salik Mukarram	Assistant Principal
Veda Bulluck	Classroom Teacher
Bernadette Moore	Classroom Teacher
Lorna Wilkins	Special Education Faculty
Erin Benson	Classroom Teacher
Janice Miller	Lead/ Resource Teacher
Sharon Brumfield	Parent/ Guardian
Keith Mack	LSC Member
Terrayne Ellis	Support Staff
Towanda Phipps	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	56.6	64.8	68.3	71.5		Early Math % of students at Benchmark on mClass	46.9	50.9	55.8	60.2
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.3	44.0	49.6	54.6		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.5	43.0	48.7	53.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.6	63.5	67.1	70.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	64.5	67.2	69.9	72.6
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.9	41.8	47.7	52.9		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.6	52.0	56.8	61.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.8	60.6	64.6	68.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.3	61.5	65.3	68.8
8th Grade										
Explore - Reading % of students at college readiness benchmark	14.8	27.6	34.9	41.4		Explore - Math % of students at college readiness benchmark	11.1	21.1	28.9	36.1



Elementary Goal Setting

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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	93.3	95.0	97.0	98.0					
Misconducts Rate of Misconducts (any) per 100	17.4	10.0	5.0	0.0					

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	65.3	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	8.0	16.0	32.0	60.0
ISAT - Mathematics % of students meeting or exceeding state standards	69.3	80.0	85.0	90.0		ISAT - Mathematics % of students exceeding state standards	16.1	20.0	40.0	60.0
ISAT - Science % of students meeting or exceeding state standards	57.1	70.0	75.0	80.0		ISAT - Science % of students exceeding state standards	1.8	10.0	30.0	50.0

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. 	<ul style="list-style-type: none"> We established a Performance Scorecard Action Plan that set clear goals for the school year. We prioritized three goals as a main focus based on the data and the impact they will have on student performance. Our school has established a concise theory of action which identified strengths and weaknesses along with necessary steps that will lead to student success in college and career readiness. 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal builds a professional learning community that is driven by teacher need and school priorities. Professional development is consistent with school practices. Principal shares expectations for instructional practice and works with each teacher to develop goals and steps for improvement. Principal is establishing a culture of college and career readiness through articulating and establishing systems of support for students to understand and reach these goals. Principal has proactive system for communicating with and empowering families on school performance, student learning goals, and family/community involvement opportunities. 	

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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>A core group of teachers performs nearly all leadership duties in the school.</p> <p>Equity of voice is evident at ILT meetings.</p> <ul style="list-style-type: none"> -Action Plan -Full School Day <p>Equity of voice is encouraged and evidenced at teacher team and whole staff meetings.</p> <ul style="list-style-type: none"> -Critique of teacher video -Shared integration of CCSS -Dibbels Team <p>Teachers are encouraged to share learnings with staff from PD.</p> <ul style="list-style-type: none"> -Teachers share with team after return from PD -Sharing of graphic organizers and reading strategies -shared protocol for looking at student work 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<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 	<ul style="list-style-type: none"> Our ILT represents a combination of knowledge and expertise necessary to make decisions for all students and staff. Our ILT takes the lead in improving teaching and learning. Our ILT regularly analyzes data to plan professional development on all levels. Our ILT engages with staff to participate in decisions that push forward the school's goals. Our ILT reflects on metrics to monitor progress and reflect on actions. 	
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. 	<ul style="list-style-type: none"> The school analyzes data on an ongoing basis in order to target support for teachers and students. The data is analyzed against our Action Plan and progress towards those goals. We look at school level, grade level, cluster level, and classroom level. 	

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	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. 	<ul style="list-style-type: none"> Each grade level has a yearlong scope and sequence based on Illinois Learning Standards. The ILS has been aligned with the corresponding CCSS. Grade level teams develop and use common units of instruction based on the standards. Text used for instruction expose some students to grade appropriate complexity. Short and long term plans do not consistently differentiate by learner need. 	
	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). 	<ul style="list-style-type: none"> Each grade level has instructional materials aligned with ILS. Instructional materials support a general curriculum with inconsistent supports for students with disabilities. 	
<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. 	<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 uses a comprehensive set of assessments. However the frequency is inconsistent. • Assessments methods are aligned with the standards being assessed. • Assessment accommodations are in place for students with disabilities. 	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<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. 	<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent but does align to standards. • Higher order questioning is apparent but inconsistent. • Each teacher aligns the sequence based on the standards. • Formative assessments during instruction are used inconsistently between teachers. • Teachers use grouping strategies based on data to help all students towards mastery. 	

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	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. 	<ul style="list-style-type: none"> The school has a systematic approach to using assessments to identify students in need of academic intervention. The school uses diagnostic assessments including adaptive technology to identify particular skill gaps. Interventions include in-class, small group instruction, push in support, one on one support and additional supports outside the classroom. Interventions are monitored by the ILT and Intervention Lead. 	
	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. 	<ul style="list-style-type: none"> We have a year-long focused comprehensive staff professional development aligned to our goals and priorities. We have a method for monitoring the effectiveness of professional development but it still needs improvement. Our structures need to be tighter to ensure that the professional development is high quality and relevant to teachers. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<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. 	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities that may vary from week to week Teams are inclusive of general education, special education, and other specialists. Teams are supported by an ILT member. Teacher teams examine data to plan instruction. 	
	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. 	<ul style="list-style-type: none"> Formal support is focused on a smaller group. All teachers receive quality feedback that supports their individual growth. Peer observation happens occasionally but not as often as we should. 	

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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 	<ul style="list-style-type: none"> Most staff members reinforce 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. Students have opportunities for leadership. 	
	Relationships ----->			2
	<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. 	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Students' classroom experiences demonstrate value of language and culture. Patterns of interactions are usually respectful with fair responses to disrespectful behavior. Students with disabilities are engaged in the school community. 	
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. 	<ul style="list-style-type: none"> The school has a common approach to student discipline and behavioral intervention supports. Staff maintains a safe, welcoming school environment. 	

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	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. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains the information so that families understand the relevance to their children as well as the plan for improvement. Teachers provide information to families on the grading system but families may be unclear on what meeting the standard would look like. Families sometimes have to reach out to the school if they need information on the transition process if they relocate. 	
	Ongoing communication ----->			2
	<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. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so they know how their child is doing relative to expectations and how the family can support their child's learning at home. 	
	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 a 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. 	<ul style="list-style-type: none"> The school establishes a 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. 	

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Typical School		Effective School	Evidence	Evaluation
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. 	<ul style="list-style-type: none"> School provides services to students in the building and conducts some home visits and collaboration with social service agencies. 		
College & Career Exploration and election ----->				2
<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. 	<ul style="list-style-type: none"> Information about college or career choices is provided. Middle school students are provided ongoing exposure to experiences and information necessary to make decisions connecting to college or career choices. 		
Academic Planning ----->				2
<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. 	<ul style="list-style-type: none"> Support for college and career planning is provided for the middle grade students. Information and opportunities are limited. The school encourages high performing students to plan on taking advanced courses. 		
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. 	<ul style="list-style-type: none"> The school provides exposure to a range of extracurricular and enrichment opportunities to build leadership, nurture talents, and increase student engagement. 		

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. The school uses a variety of assessments for college and career readiness. 	
	College & Career Admissions and Affordability ----->			2
	<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. 	<ul style="list-style-type: none"> The school provides middle grades students and families an ongoing understanding of college and career applications and admission processes. 	
Transitions ----->			2	
	<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. 	<ul style="list-style-type: none"> The school works to ensure effective transitions into kindergarten, benchmark grades and 8th to 9th grade. School has parent sessions specifically to support transitions. 	

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. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and priorities. School focuses on use of resources for every student to graduate college and career ready. School actively pursues opportunities for outside funding and community partnerships to meet student and staff needs. 	
	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. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. Some applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal and a team from the school with few opportunities to demonstrate knowledge in a classroom. Grade level teams are assembled to include needed combination of knowledge and expertise. 	
	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. 	<ul style="list-style-type: none"> School designs a based on student needs and course minutes. The school schedule allows for regular, meaningful collaboration in teacher teams. Intervention for struggling students happens at discretion of individual students, during core courses. 	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

The mission of Edward "K" Duke Ellington Elementary School is to foster student success by providing the best contemporary education through instructional practices and organizational teaching models for all Ellington students. The curriculum will be integrated to encourage rigorous academic, social, and technological skill development. The Least Restrictive Environment (LRE) will continue to be an important criterion for all students who are eligible for specialized services prior to placement. In addition, continuing to build a safe learning environment and developing a productive school climate among staff, parents, students, and community will be ensured.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will effectively deliver Common Core aligned literacy instruction and math instruction supported by high quality texts and resources to increase the number of students exceeding on state tests.	We determined that our data indicated that we need to implement a more rigorous literacy and math curriculum as we have less than 50% of our 3rd - 8th grade students at grade level performance in reading and math, 56% at benchmark in early literacy and 47% at benchmark in early math. Additionally we had 14.8% of 8th graders at the reading college readiness benchmark and 11.1% of 8th graders at the math college readiness benchmark. The number of students exceeding on ISAT reading was 8% and the number of students exceeding on ISAT math was 16%.
2	Provide a systematic math and reading intervention process to students who are identified on beginning of year screeners and monitor student progress.	Based on Scantron data, we have 60 - 69% of our students keeping pace in reading and mathematics. We will use the beginning of year screeners to develop intervention plans to ensure all students' growth in math and reading proficiency.
3	School personnel will effectively use Foundations as a whole school approach to ensure positive interactions with students that are culturally connected and relevant to their lives.	According to the 2011 Performance Scorecard the school climate was below average. The whole school approach should improve school climate to support student learning.
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
Teachers will effectively deliver Common Core aligned literacy instruction and math instruction supported by high quality texts and resources to increase the number of students exceeding on state tests.	We determined that our data indicated that we need to implement a more rigorous literacy and math curriculum as we have less than 50% of our 3rd - 8th grade students at grade level performance in reading and math, 56% at benchmark in early literacy and 47% at benchmark in early math. Additionally we had 14.8% of 8th graders at the reading college readiness benchmark and 11.1% of 8th graders at the math college readiness

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development to ensure clear teacher knowledge on the Common Core State Standards at each grade level in the areas of literacy and mathematics.	Professional Development	All	ILT	Quarter 1	On-going		
Evaluate existing literacy and math material and identify those materials that are aligned with the Common Core State Standards, and will acquire supplementary material that will support the implementation of the Common Core State Standards.	Instructional Materials	All	Leadership Team	Summer 2012	Summer 2012		
With the use of assigned material, during common planning periods, grade level bands will collaborate and plan methods of instruction utilizing the Common Core Standards as the guide to deliver high quality instruction.	Instruction	All	Classroom Teachers	Quarter 1	On-going		
Parents will be informed of the instructional material to be covered in core subject areas for each marking period. Parents will be encouraged to be active participants in all areas of academics.	Parental Involvement	All	Administrators, LSC and Teachers	Quarter 1	On-going		
Administrators will observe common planning periods to support and provide feedback.	Parental Involvement	All	Administrators	Quarter 1	On-going		
Create template and topics for common team meetings.	Instruction	All	ILT	Quarter 1	Quarter 1		
Order supplemental materials to bridge the transition to CCSS.	Instructional Materials	All	Administrator	Summer 2012	On-going		
Intentionally use CCSS literacy standards for social studies and science classes to support literacy.	Instruction	All	Teachers	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide a systematic math and reading intervention process to students who are identified on beginning of year screeners and monitor student progress.	Based on Scantron data, we have 60 - 69% of our students keeping pace in reading and mathematics. We will use the beginning of year screeners to develop intervention plans to ensure all students' growth in math and reading proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing mathematics and reading interventions delivered by assigned grade lead teachers.	Professional Development	Other student group	Principal/ILT/Teacher Teams	Quarter 1	On-going		
Students in need of mathematics and reading interventions will be identified at the beginning of the year in each classroom.	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	On-going		
Grade-level teams will meet to design instructional plans to address students deficiencies.	Instructional Materials	All	ILT/Teacher Teams	Quarter 1	On-going		
Teachers will implement instructional plans that address students' deficiencies, including differentiated instruction, commercial intervention programs, small group instruction, modeling, etc.	Instruction	All	Classroom Teacher	Quarter 1	On-going		
Administrators will conduct rounds specifically to observe interventions and provide feedback.	Instruction	All	Administrators	Quarter 1	On-going		
Design template and process for grade level team meetings.	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Professional development for understanding NWEA and using results to drive instruction and learning.	Instruction	All	ILT	Quarter 1	On-going		
Parent Open House to discuss the NWEA and how parents can support student growth	Parental Involvement	All	Assistant Principal	Quarter 1	Quarter 1		
Design incentive program for students	Other	All	ILT	Quarter 1	Quarter 1		
Monitor teacher data concerning interventions specifically RTI data every other week.	Instruction	All	RTI Coordinator	Quarter 1	Quarter 4		



Strategic Priority 2



Strategic Priority 3

