



2012-2014 Continuous Improvement Work Plan

Robert Emmet Elementary School

Austin-North Lawndale Elementary Network

5500 W Madison St Chicago, IL 60644

ISBE ID: 150162990252189

School ID: 609906

Oracle ID: 23121



Mission Statement

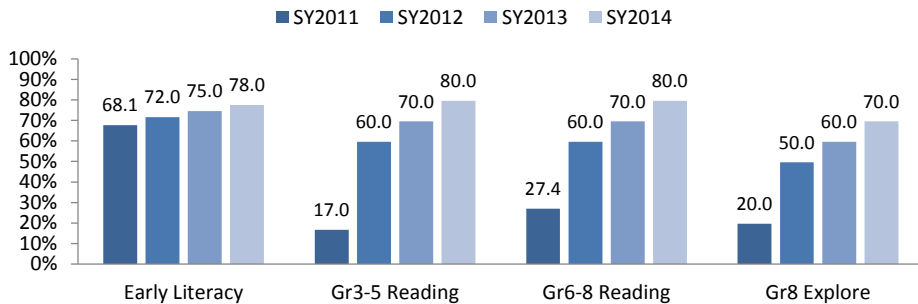
Our mission is to insure that every student achieves success in the core curricular areas by coordinating school and community resources. The school's teaching team works with parents and partners to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, math, critical thinking, and problem solving. We prepare our students to be career and college focused. We provide enrichment opportunities for students and families, emphasizing fine arts, team athletics, world language, and technology. We support students' social-emotional development through teamwork, cooperative learning and team activities.

Strategic Priorities

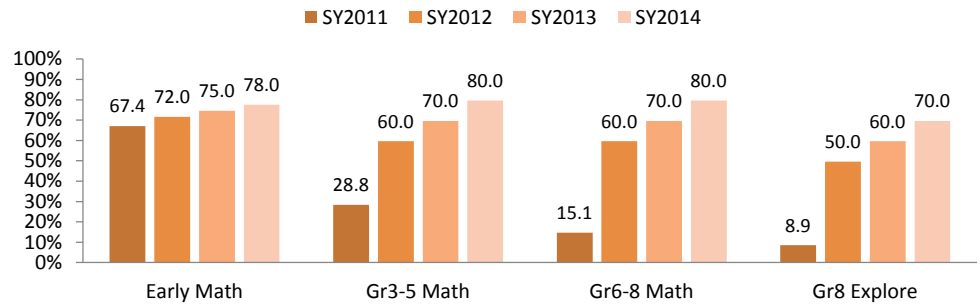
1. We will increase the percentage of students exceeding in Reading by 20% by EOY 2014
2. We will increase the percentage of students exceeding in Math to 20% by EOY 2014
3. To increase student attendance to 95% or greater by EOY annually

School Performance Goals

Literacy Performance Goals



Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Robert Emmet 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
Dr. Jacqueline Robinson	Principal
Brett Mauk	Lead/ Resource Teacher
Carol Pitts-Beach	Classroom Teacher
Jurrate Moore	Classroom Teacher
Tammie Vinson	Special Education Faculty
Joy Nunn-Bowling	Classroom Teacher
Victor Polk	LSC Member
Latrice Jamison	Parent/ Guardian
Milo Love	Assistant Principal
LaTonya Purnell	LSC Member



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	68.1	72.0	75.0	78.0		<b>Early Math</b> % of students at Benchmark on mClass	67.4	72.0	75.0	78.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.0	60.0	70.0	80.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	28.8	60.0	70.0	80.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.0	60.0	70.0	80.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	67.3	70.0	75.0	80.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	27.4	60.0	70.0	80.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	15.1	60.0	70.0	80.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	63.4	70.0	75.0	80.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.9	70.0	75.0	80.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	20.0	50.0	60.0	70.0		<b>Explore - Math</b> % of students at college readiness benchmark	8.9	50.0	60.0	70.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	89.8	95.0	95.0	95.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	30.1	27.0	24.0	20.0

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	69.9	75.0	78.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	13.3	20.0	25.0	30.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	75.9	80.0	83.0	87.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	12.9	20.0	25.0	30.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	79.7	83.0	85.0	88.0		<b>ISAT - Science</b> % of students exceeding state standards	13.9	20.0	25.0	30.0

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	We have established goals according to Scantron, Mclass, ISAT, and Achieve 3000. Data is analyzed regularly by ILT and teachers with focus on learning objectives.		
<b>Principal Leadership</b> ----->					<b>3</b>
<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	Principal provides ongoing professional development that builds on teacher's strengths and insures that current research and best practices are shared with all teacher and parents/community partners. Principal works with each staff member to discuss goals, monitor progress and foster leadership. Principal host open house, parent/family outings and promotes partnerships within the community.			

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Most of the school's duties are performed by a core group of teachers. Topics are discussed in whole school meetings, grade level meetings, as well as ILT team meetings. Decisions are made with consideration to all teachers and grade levels.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li> </ul>	<p>Our ILT team strives to develop strategies and action plans in order to better the students, staff, and educative community and often devises school wide initiatives. ILT member communicate information distributed by network to insure that we are on track.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>As a school, we systematically approach the analyzation of data. We start at the school level and move to grade level and then finally disseminate into the classroom. We make adjustments based on results of implementation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	As a school, we develop units of instruction based on Common Core which aligned to Illinois State Standards utilizing both instructional and supplemental materials that expose students to informational text that corresponds to college and career readiness. The World language program helps develop global awareness and prepares students for secondary language requirements.	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Teachers use materials that are aligned to the common core standards. Novels, leveled readers and other media are used to support students with disabilities and at-risk students.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Grades K-2 utilizes DIBELS and Mclass for ongoing assessments with results that can be immediately reviewed online for use in differentiated instruction and flexible grouping. Grades 3-8 utilize the computer-based SCANTRON that enables each teacher to pinpoint the proficiency level of their students.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers work collaboratively using the Common Core and Illinois learning standards to write lessons plans. All teachers have Common Core and Illinois Learning standards posted. Through multiple PD's targeting all grade levels, Gretchen Courtney facilitated ways to differentiate instruction, target student needs, and implement necessary interventions. Each teacher regularly assesses and adapts lessons as needed to address student engagement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Rtl data collected regularly, progress monitored and individual academic plans are made for students based on academic needs. Extended day and Saturday school programs target specific student with identified needs.</p>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>We have on-going PD's related to implementing common core standards. Administration continually monitors effectiveness and adjust programs as needed.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Grade level meetings are part of our weekly schedule. Teachers collaborate regularly to insure that all cycle team members have an understanding of academic priorities by grade level. Data is analyzed to develop lessons needed to assure student growth.	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	All teachers are offered support and coaching from the administration, staff, and especially their grade level counterpart, specific coaching duties often takes place. Professional development is also provided to the staff and new teachers are assigned peer coaches. Walk-throughs, school and network, GLM and ILT meetings are a forum for feedback and discussion of needs. Administration often visits classrooms.	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Students attend college tours and high school fairs throughout school year. Students complete college plan research project. Emmet alumni speak to middle school students on topics relating to college and career readiness. Increase exposure to all grades starting with preschool.</p>	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Adults and students have many formal and informal interactions -- with their assigned teachers, but also with security, lunchroom staff, aids, etc. Interactions between adults and students are both respectful and appropriate. Students with disabilities receive the services needed to meet academic needs and are integrated into the regular education classroom for appropriate peer interactions.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Discipline violations are usually handled within the classroom by the classroom teacher. A school-wide behavior initiative has been implemented to insure consistency between classes and grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Teachers provide a clear example of their grading system for parents to review, as well as defining the requirements of the grade for completion. Parent contact is made when students are at risk of failing.	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	Teachers regularly communicate with families of students. Teachers provide supports for parents throughout the school year to assist in increasing their student's achievement -- including, but not limited to the focus of behavior modification. Supplemental materials are also provided. Parent contact is made monthly by all teachers.	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	Through our partnership with BEST mentoring. Students and parents participate in cultural events, goal setting and career planning activities. Parents have monthly meeting discussing health, emotional and physical issues, parenting and career planning through our partnership with SGA	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Any intervention, instruction, and specialized support takes place during the day or in the after school programs. We have a partnership with SGA and business/community partners.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Students attend college and high school fairs to introduce them to various academic opportunities. Students are exposed to high school preparedness through writing and career interest inventory.	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	College and career planning is discussed and implemented. Students are encouraged to apply to high schools that meet their career and academic goals; interest inventory are administered at all grade levels to promote goal setting and career awareness. Teachers plan a rigorous academic program using the common core standards.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	The extended day program and enrichment activities are offered to all students and promote interpersonal relationships, personal interests, and targeting academic instruction.		

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	8th grade students take the EXPLORE test to target career goals; college tours and high school fairs are planned and attended.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	Skills and strategies boot camp to address the common core standards and insure rigorous instruction.	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	Preschool and Kindergarten teachers have regular quarterly meetings to discuss the transition and the expected benchmarks for new kindergarten students. 8th grade teacher implements Common Core Standards which focus on college and career readiness. Additionally, the EXPLORE test is used to assess college to career readiness.	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Partnership and/or grant opportunities are sought by staff at the classroom level; others were presented to school (ex. FORES and State Farm) Discretionary funds are used to purchase teachers, instructional materials, and supplies.	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Interviews are conducted by administrative and teacher teams. A multi-step interview process is used as a tool in hiring potential staff/team members.	
<b>Use of Time</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	School scheduling of common grade level preps. Individual teacher schedules have student-based interventions that address needs based on assessments. Classroom teachers schedule time for Achieve 3000 weekly.	

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

Our mission is to insure that every student achieves success in the core curricular areas by coordinating school and community resources. The school's teaching team works with parents and partners to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, math, critical thinking, and problem solving. We prepare our students to be career and college focused. We provide enrichment opportunities for students and families, emphasizing fine arts, team athletics, world language, and technology. We support students' social-emotional development through teamwork, cooperative learning and team activities.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	We will increase the percentage of students exceeding in Reading by 20% by EOY 2014	Based on results from the 2011 ISAT, with only 13.3% of students exceeding, targeted instruction is needed to move more students from meets to exceeds; better prepare students for college and career
2	We will increase the percentage of students exceeding in Math to 20% by EOY 2014	Based on results from 2011 ISAT, only 12.9% of students exceeding, targeted instruction is
3	To increase student attendance to 95% or greater by EOY annually	Based on 2011 attendance report, student attendance was 89.8%
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
We will increase the percentage of students exceeding in Reading by 20% by EOY 2014	Based on results from the 2011 ISAT, with only 13.3% of students exceeding, targeted instruction is needed to move more students from meets to exceeds; better prepare students for college and career

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of teachers will participate in on-going professional development in reading CCSS	Professional Development	All	Teachers	On-going	Quarter 4		
All grades shall complete cross-curriculum projects in reading, math, science and social science to increase reading comprehension each quarter.	Instruction	All	Teachers	On-going	Quarter 4		
Establish family reading night during the first and third quarters.	Parental Involvement	All	Administrator/ ILT	Quarter 1	Quarter 4		
Partner with local universities to incorporate tutoring during the school day to provide instructional support for grades K-2.	After School/ Extended Day	Other student group	Asst. Principal	On-going	On-going		
Start a reading room to promote leisure reading of different genres of text.	Instruction	All	Administrator/ ILT	On-going	On-going		
Increase use of intervention programs such as I-Station, and Achieve 3000.	Instruction	All	Teachers	On-going	On-going		
Increase the use of project-based research and presentations using technological activities, such as word processing, PowerPoint, and excel for career college readiness.	Instruction	All	Technology Coordinator	On-going	On-going		
Implement Step-Up initiative for all grades to implement Common Core curriculum for the next grade during Quarter 4.	Instruction	All	Teachers	Quarter 4	Quarter 4		
Winter Intersession boot camp for ISAT preparation.	Instruction	Other student group	Teachers	Quarter 2	Quarter 2		
Extended Day Programs with targeted instruction in Reading and Math.	Instruction	All	Teachers	Quarter 1	Quarter 4		



**Strategic Priority 1**

PD to review procedures for use of Scantron resources to target individuals to increase the percentage of students making growth targets on Scantron.	Instruction	Other student group	ILT	Quarter 1	Quarter 1		
PD to review procedures for use of mclass resources to target individuals to increase the percentage of students making growth targets on mclass.	Instruction	Other student group	ILT	Quarter 1	Quarter 1		
Provide peer coach to assist in the improvement of teacher instructional performance.	Instruction	All	Principal/ILT	On-going	On-going		
Develop lessons and assessment using the Quadrant D model.	Instruction	All	ILT/Teachers	On-going	On-going		
Fully implement Foundation programs to create a climate conducive to learning.	Instruction	All	Foundation Team	On-going	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
We will increase the percentage of students exceeding in Math to 20% by EOY 2014	Based on results from 2011 ISAT, only 12.9% of students exceeding, targeted instruction is needed to move more students from meets to exceeds; better prepare students for career and college

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Step-Up initiative for all grades to implement Common Core curriculum for the next grade during Quarter 4.	Instruction	All	Teachers	On-going	Quarter 4		
100% of teachers will participate in on-going professional development in Math CCSS	Professional Development	All	Teachers	On-going	On-going		
All grades shall complete cross-curriculum projects in reading, math, science and social science to increase number sense each quarter.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Winter Intersession boot camp for College and Career Readiness	Instruction	Other student group	Teachers	Quarter 2	Quarter 2		
Extended Day Programs with targeted instruction in Reading and Math.	Instruction	all	Teachers	Quarter 1	Quarter 4		
Utilize ISAT, Scantron, mclass as well as other standardized assessments, to differentiate instruction to insure that all students have aquired basic math skills.	Instruction	All	Teachers	On-going	On-going		
PD to review procedures for the use of Scantron resources to target individuals and to increase the percentge of students making growth targets on Scantron.	Instruction	Other student group	ILT	Quarter 1	Quarter 1		
PD to review procedures for use of mclass resources to target individuals and to increase the percentage of students making growth targets on mclass.	Instruction	Other student group	ILT	Quarter 1	Quarter 1		
Partner with local universities to incorporate tutoring during the school day and provide instructional support for grades K-2.	After School/ Extended Day	Other student group	Asst. Principal	On-going	On-going		





### 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
To increase student attendance to 95% or greater by EOY annually	Based on 2011 attendance report, student attendance was 89.8%

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Every teacher will make a minimum of ten parent contacts each month	Other	All	Teachers	On-going	On-going		
The ILT/LSC will create and implement an attendance action plan	LSC/ PAC/ PTA	All	All	On-going	On-going		
Quarterly raffles for students with perfect attendance	ILT/ Teacher Teams	All	ILT	On-going	On-going		
Weekly incentives for students with perfect attendance distributed on the last day of the school week	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
Teachers will call homes of students absent two or more days and log those calls on the monthly parent contact log.	Other	All	Teachers	On-going	On-going		
Fully implement Foundation programs to create a climate conducive to learning and to implement rigorous instruction.	Instruction	All	Foundation Team	On-going	On-going		
Celebrate student attendance and behavior with an end of the year celebration	Other	All	EOY committee	Quarter 1	Quarter 4		
Youth Outreach worker will work with school and families of children to monitor attendance	Other	All	Youth Outreach/school	On-going	On-going		



**Strategic Priority 3**

