CIWP

2012-2014 Continuous Improvement Work Plan

Leif Ericson Elementary Scholastic Academy

Garfield-Humboldt Elementary Network

3600 W 5th Ave Chicago, IL 60624

ISBE ID: 150162990252190

School ID: 609907

Oracle ID: 29051

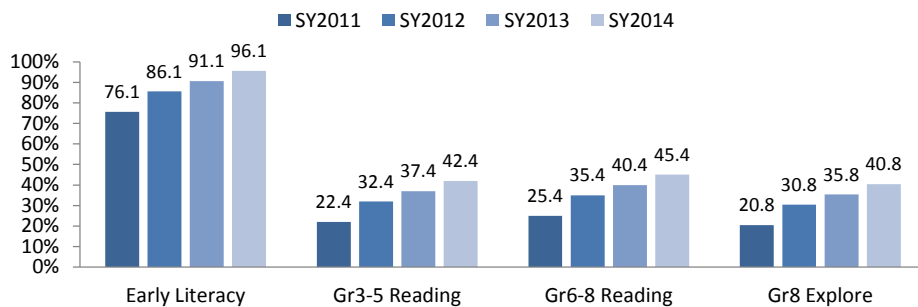CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to strive to provide a rigorous, data driven and research-based academic program that equips every student with the skills needed to maximize their core areas reading, mathematics, science, social studies, and technology abiliites. We believe this can be achieved through shared leadership, reduced class sizes, peer tutoring, parental involvement,
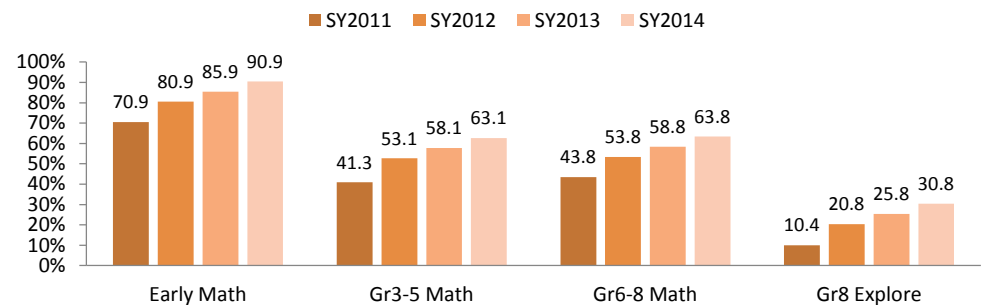
Strategic Priorities

1. Teachers deliver Common Core aligned to literacy instruction supported by high quality instructional materials and outside resources.

2. Teachers deliver Common Core aligned to math instruction supported by high quality instructional materials and outside resources.

3. Provide reading and mathematics intervention (RTI) to students flagged on beginning of year screeners and monitor progress.

4. Teachers must effectively model and implement appropriate expectations aligned to the school's mission. School will build stronger relationships between students, staff, parents and community.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	76.1	86.1	91.1	96.1
Gr3-5 Reading	22.4	32.4	37.4	42.4
Gr6-8 Reading	25.4	35.4	40.4	45.4
Gr8 Explore	20.8	30.8	35.8	40.8

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	70.9	80.9	85.9	90.9
Gr3-5 Math	41.3	53.1	58.1	63.1
Gr6-8 Math	43.8	53.8	58.8	63.8
Gr8 Explore	10.4	20.8	25.8	30.8

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:	Leif Ericson Elementary Scholastic Academy

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
Leavelle Abram	Principal
Barbara Luster	Assistant Principal
Cynthia Johnson	LSC Member
Wendy Bartosiak	Classroom Teacher
Katherine Rugh	Classroom Teacher
Susan Cottrell	Classroom Teacher
Surlestine Collins	Support Staff
Tasha Fisher	Special Education Faculty
Roy Baldon	LSC Member
Gail Baker	Special Education Faculty
Ashley Johnson	Classroom Teacher
Kirk Bastek	Classroom Teacher

Date Stamp November 22, 2012

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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	76.1	86.1	91.1	96.1	**Early Math** % of students at Benchmark on mClass	70.9	80.9	85.9	90.9

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.4	32.4	37.4	42.4	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	41.3	53.1	58.1	63.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.1	53.1	58.1	63.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.5	68.5	73.5	78.5

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.4	35.4	40.4	45.4	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	43.8	53.8	58.8	63.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.9	50.9	55.9	60.9	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.9	70.9	75.9	80.9

8th Grade									
Explore - Reading % of students at college readiness benchmark	20.8	30.8	35.8	40.8	**Explore - Math** % of students at college readiness benchmark	10.4	20.8	25.8	30.8

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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	94.7	96.0	97.0	97.5	**Misconducts** Rate of Misconducts (any) per 100	20.8	17.5	15.0	13.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.7	78.7	83.7	88.7	**ISAT - Reading** % of students exceeding state standards	7.7	17.7	20.7	23.7
ISAT - Mathematics % of students meeting or exceeding state standards	80.1	90.1	93.5	95.0	**ISAT - Mathematics** % of students exceeding state standards	13.3	23.3	26.3	30.0
ISAT - Science % of students meeting or exceeding state standards	71.4	81.4	85.4	89.4	**ISAT - Science** % of students exceeding state standards	3.1	13.1	16.1	19.1

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*	-->		**2**
	• 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.	• 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.	The Principal presented School Progress Report data to the entire school at the beginning of the school year; strengths and weaknessess were spotlighted. A clear theory of action and the school's strategic plan, that outlined the school's priorities, was established in August, 2011.	
	Principal Leadership	-->		**2**
	• 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.	• 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.	The Principal articulates a vision for instructional best practices, monitors and evaluates instruction, works with each teacher and teacher teams to drive continuous improvement. The Principal informs families and community about accurate information on school performance, clearly defines student learning goals The Principal nurtures a culture of college and career readiness through pathways for selective high school enrollment, internal and external communications with students, teachers and parents that support families understanding mechanisms for reaching these goals. 1) PD agendas, handouts, resource materials 2) Monthly calendars / flyers / parent letters 3) ILT minutes 4) Teacher team minutes 5) Observation checklists / feedback forms	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	All staff members are invited to invest in the success of the school through leadership in one or more areas, including (but not limited to): 1) ILT membership 2) Grade level teams 3) Family liaison 4) Data team 5) CIWP team 6) Union representative 7) Grant writing team 8) RTI team 9) Mentor team	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)		-->	**2**
• 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.	• 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	Our ILT team represents a combination of grade level and departmental knowledge and includes critical areas of expertise including special education and counseling. The team leads the work of improving teaching and learning school-wide through regular analysis of high level data and leading teacher teams in analysis of instruction and planning instructional improvements. ILT members meet with teacher teams. 1)ILT Roster 2) PM calendar 3) weekly data-driven meetings (agendas / notes) 4) collaboration logs to the network and teacher teams	
Monitoring and adjusting		-->	**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Our school regularly and systematically analyzes high level data at the school level, department / grade level and classroom level. Data analysis leads to changes in instruction, interventions and targeted support for teachers and students. 1) PM calendar 2) weekly data- driven ILT meetings (agendas / notes) 3) collaboration logs to the network and teacher teams 4) Weekly staff meetings 5) PD agendas / handouts	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	**Curriculum**	-->		**3**
	• 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.	• 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.	Year long pacing guides / pacing charts aligned to Illinois Assessment Frameworks for literacy, math and science map out what teachers should teach and in what order. Short and long range planning includes supports for struggling students and students with disabilities. Each grade level plans, develops and uses common units of instruction and instructional materials. Anthologies, novels, informational text and leveled readers expose all students to current grade appropriate and independent levels of complexity. 1) scope and sequence mapped to network pacing guides 2) curriculum and resource materials	
	Instructional materials	-->		**3**
	• 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.	• 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).	All core and supplemental instructional materials are identified by the district and the network as materials that address and are aligned to state standards. Grade level teams collaborate and use the same materials; included in the set of materials are those that support different levels of student proficiency including students with disabilities and ELL students. 1) Textbooks 2) Leveled Readers and differentiated instructional materials 3) Supplemental subscription materials	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• 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.	• 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.	Assessment data is disaggregated and made readily available for analysis and reporting to all who need it. Students with disabilities always receive accomodations and modifications as designated by their IEPs. Comprehensive set of assessments include: 1) Network interim assessments - Area Reading Strategies 17 (ARS17), Area Math Assessment (AMAT), Area Science Assessment (ASA), 2) Benchmark - Scantron (3rd - 8th grade) 3) Benchmark - DIBELS and mClass Math (K-2) 4) Formative - weekly teacher made assessments, Achieve 3000 Leveled Set, Study Island pre / post test 5) Summative - Unit assessments 6) Summative - ISAT	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• 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.	• 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.	Communicating to students the purpose and the relevance of lessons varies from teacher-to-teacher. Teachers are trained in moving from whole-group to smaller groups to scaffold / differentiate instruction but delivery varies from teacher-to-teacher. Questioning is more heavily aimed at assessing literal understanding and comprehension. This is evidenced through: 1) monitoring of classroom instruction 2) analyzing lesson plans 3) teacher evaluations 4) teacher feedback checklists	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	• 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.	The school has limited resources and interventions focus on push-in / pull-out small group instruction for primary grade students and before / after school tutoring. Intervention activities include: 1) Screening assessments - Scantron, DIBELS, mClass Math 2) Counseling - individual and small groups 3)Technology - Achieve 3000 and Study Island 4) Interventionist teacher 5) Pull-out intervention provided by resource teachers 6) Push-in one on one support 7) In-class small group instruction 8) Tutorials before and after school 9) BUILD external partner - home work assistance	
Whole staff professional development	-->		**2**
• 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.	• 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.	We aligned our professional development calendar for the SY2011 to the district's. Teachers attended training aligned to performance data's identification of needs areas (what was needed to help students improve in content areas).	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* -->			**2**
	• 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.	• 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.	Teacher teams, inclusive of general education and special education teachers, meet weekly to analyze assessment data and plan future instruction. ILT members are identified to work with teacher teams based on their level of expertise, i.e, primary, middle grades, etc. Team collaboration is facilitated through the use of school and network processes: 1) agendas 2) minutes 3) action plans	
	Instructional coaching -->			**2**
	• 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.	• 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.	Coaching plan includes professional learning communities, peer coaching and support (including modeling) from network ISL on an intermittent basis. Coaching driven by: 1) observations 2) network ISL reports 3) performance data	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	The Principal leads on maintaining a culture around college-readiness and all staff members reinforce college-going expectations; however, for 2011, the school received an "average" on the My Voice, My School Survey for Ambitious Instruction. We developed a plan to reinforce higher expectations through: 1) planned college tours 2) Career Day 3) Partnership with Malcolm X 4) College Day 5) Counseling sessions	
	Relationships --->			**2**
	• 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.	• 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.	WE strive to build a culture where student-adult bonds are strong and adult-to-adult interrelationships support an environment poised for improvement, however, for 2011, we received an "average" on the My Voice, My School Survey for Supportive Environment. We have started the proces of being more transparent, open and welcoming; and listening more to our students to help them achieve their goals.	
	Behavior& Safety --->			**2**
	• 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.	• 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.	The CHAMPS program was adopted as our school-wide approach to student discipline; teachers and administrators were trained on implementation. Supplemental measures adopted this school year to support positive and productive student conduct include: 1) In-school detention / suspension 2) Silent lunch 3)Surveys 4) Faculty / staff mentoring 5) Incentivizing positive behaviors	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations*** -->			**2**
	• 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.	• 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.	The Principal scheduled information meetings for families to provide information about the schools' current level of progress and annual goals. In a variety of settings - whole group, small group, one-on-one, teachers provide clear information for familes on grade level or course expectations. 1) August Orientation sessions 2) September Open House 3) Quarterly parent information meetings 4) Teacher welcome letters 5) Posted School Progress Report 6) Principal - Parent / Student Talks	
	Ongoing communication -->			**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	We received a "low response" on the My Voice, My School survey on Involved Familes, so we worked to improve the two-way communication with families via: 1) Homework logs 2) Parent contact logs 3) Weekly reports with grades / missing assignments listed 4) Teacher - parent conferences	
	Bonding -->			**2**
	• 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.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The principal leads the work to forge stronger bonds with families and community through: 1) Increased number of parent volunteers 2) Community Partners - BUILD, Girls In the Game, Malcolm X, Walgreens, UIC Math Department 3) Home visits 4)College tours 5) Seeks out active stakeholders 6) Parent surveys 7) Increase student participation in sports 8) Professional performances - jazz ensembles, plays	

Date Stamp November 22, 2012

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
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The counselor, social worker snd School Community Resource (SCR) personnel provide required services to students, sometimes outside the school building and outside typical school hours - home visits are made by principal, SCR, Counselor/Case Manager. External partner provides anger coping group and individual	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• 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.	The principal has a strategic plan that outlines priorities for early and ongoing exposure to information students / families need to make informed decisions: 1) college tours 2) Speakers	
Academic Planning	-->		**3**
• 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.	• 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.	The principal has a strategic plan that outlines priorities for early and ongoing exposure to information students / families need to make informed decisions: 1) college tours 2) Speakers 3) Career Day 4) College Day 5) Principal leadership focus 6) Malcolm X and UIC provide ongoing informational sessions and support to students and families	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	• 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.	Students are exposed to a wide range of extracurricular and enrichment opportunities: 1) sports teams - volleyball, softball, basketball, tennis, pom pom, cheerleading	

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
D I M E N S I O	*College & Career Assessments*	-->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students were given the EXPLORE pre-test. Test data was analyzed and action plans developed to prepare students for the actual assessment. Students participate in EXPLORE prep activities, i.e, specific content area instruction, answering practice test questions, question of the day and learning testing tips.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		2
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Collaboration on academic and social-emotional expectations and benchmarks occurs at the transition grades (Pre-school and kindergarten teachers / parents, 2nd to 3rd grade, 5th to 6th grade and from 8th to 9th). Parents learn strategies to help their children make a smooth transition. Activities include: 1) Regular parent meetings 2) Welcome packets 3) Summer packets 4) Summer Orientation parent meetings	

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**
	• 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.	• 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.	The school's discretionary spending is aligned with the school's mission, and its established theory of action / strategic plan. Key prioritities: 1) reduced class sizes 2) technology updated continously 3) shared leadership - teachers have more input about how resources are spent 4) robust community partnerships 5) official fundraisers - staff independently seeks financial sponsorships	
	Building a Team --->			**2**
	• 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.	• 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.	Hiring is a component of the school's strategic plan focused on anticipating vacancies from retirements, promotions and staff evaluations. We actively work to build a pool of potential staff members through the substitute teacher process, internships, our pool of volunteers, and social networking.	
	Use of Time --->			**4**
	• 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.	• 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.	The completed Full-day school schedule is based on student and organizational needs aligned to growth goals established for 2012 - 2014. The schedule prioritizes regular and meaningful teacher collaboration and dedicated, and structured intervention for struggling students.	

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 strive to provide a rigorous, data driven and research-based academic program that equips every student with the skills needed to maximize their core areas reading, mathematics, science, social studies, and technology abiliites. We believe this can be achieved through shared leadership, reduced class sizes, peer tutoring, parental involvement,

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned to literacy instruction supported by high quality instructional materials and outside resources.	We have a need to implement a rigorous literacy curriculum. Only 51% of our students are meeting growth targets and college readiness / career path standards.
2	Teachers deliver Common Core aligned to math instruction supported by high quality instructional materials and outside resources.	We have a need to implement a rigorous math curriculum. Only 60% of our students are meeting growth targets and college readiness / career path standards.
3	Provide reading and mathematics intervention (RTI) to students flagged on beginning of year screeners and monitor progress.	We scored our school a "2" in "intervention" on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.
4	Teachers must effectively model and implement appropriate expectations aligned to the school's mission. School will build stronger relationships between students, staff, parents and community.	We scored our school a "2" in "climate and culture" on the SEF. By improving our school environment we will improve our overall performance and our potential to improve student learning.
5		

2012-2014 Continuous Improvement Work Plan

Leif Ericson Elementary Scholastic Academy

CHICAGO PUBLIC SCHOOLS | CPS

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 deliver Common Core aligned to literacy instruction supported by high quality instructional materials and outside resources.	We have a need to implement a rigorous literacy curriculum. Only 51% of our students are meeting growth targets and college readiness / career path standards.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Four team leaders participate in a four-day summer institute.	Professional Development	All	CCSS Team - Ladwonda Hill, Hazel Prentiss, Tamika Bradford	Summer 2012	Quarter 4		
Team leaders return and collaborate with ILT team to facilitate summer planning and development of units and tasks aligned to the CCSS.	Professional Development	All	CCSS Team Leaders and ILT Team	Summer 2012	Quarter 4		
Professional Development: - develop action plans for students based on ISAT / Benchmark scores - develop units of study for literacy aligned to Common Core State Standards - develop an intervention schedule that is skill specific across grade levels	Professional Development	All	CCSS Team Leaders and ILT Team	Summer 2012	Quarter 4		
Team leaders/ ILT Team facilitate ongoing unit planning and implementation throughout the school year.	Professional Development	All	CCSS Team Leaders and ILT Team	Summer 2012	Quarter 4		
Audit existing texts aligned to Common Core State Standards and invest in supplemental texts and other high quality instructional materials and outside resources.	Instructional Materials	All	ILT Team	Summer 2012	Quarter 4		
Grade level teams and cross grade level clusters meet regularly to discuss Common Core aligned literacy instruction, data and intervention.	ILT/ Teacher Teams	All	ILT Team	Summer 2012	Quarter 4		
General education and special education teachers meet regularly to discuss implementation of Common Core aligned literacy instruction for students with disabilities.	ILT/ Teacher Teams	Students With Disabilities	General Education and Special Education Teachers	Summer 2012	Quarter 4		

Leif Ericson Elementary Scholastic Academy

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

Date Stamp November 22, 2012

CIWP

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
Teachers deliver Common Core aligned to math instruction supported by high quality instructional materials and outside resources.	We have a need to implement a rigorous math curriculum. Only 60% of our students are meeting growth targets and college readiness / career path standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Task force leader participates in a four-day summer institute.	Professional Development	All	CCSS Task Force Leader- Michael Colwell	Summer 2012	Quarter 4		
Task force leader returns and collaborates with ILT team to facilitate summer planning and development of units and tasks aligned to the CCSS.	Professional Development	All	CCSS Task Force Leader and ILT Team	Summer 2012	Quarter 4		
Professional Development: - develop action plans for students based on ISAT / Benchmark scores - develop units of study for literacy aligned to Common Core State Standards - develop an intervention schedule that is skill specific across grade levels	Professional Development	All	CCSS Task Force Leader and ILT Team	Summer 2012	Quarter 4		
Task Force Leader and ILT Team facilitate ongoing unit planning and implementation throughout the school year.	Professional Development	All	CCSS Task Force Leader and ILT Team	Summer 2012	Quarter 4		
Audit existing CMSI texts aligned to Common Core State Standards and invest in supplemental texts and other high quality instructional materials and outside resources.	Instructional Materials	All	ILT Team	Summer 2012	Quarter 4		
Grade-level teams and cross grade level clusters meet regularly to discuss Common Core aligned math instruction, data and intervention.	ILT/ Teacher Teams	All	ILT Team	Summer 2012	Quarter 4		
General education and special education teachers meet regularly to discuss implementation of Common Core aligned math instruction for students with disabilities.	ILT/ Teacher Teams	Students With Disabilities	General Education and Special Education Teachers	Summer 2012	Quarter 4		

Date Stamp November 22, 2012

Strategic Priority 2

2012-2014 Continuous Improvement Work Plan

Leif Ericson Elementary Scholastic Academy

CHICAGO PUBLIC SCHOOLS | CPS

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
Provide reading and mathematics intervention (RTI) to students flagged on beginning of year screeners and monitor progress.	We scored our school a "2" in "intervention" on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development on analyzing data based on beginning of year screeners (NWEA, mclass) to identify particular skill gaps.	Professional Development	All	ILT Team	Summer 2012	Quarter 4		
Professional Development on implementing RTI process.	Professional Development	All	ILT Team	Summer 2012	Quarter 4		
Audit existing materials aligned to Common Core State Standards and invest in supplemental high quality instructional materials and outside resources.	Instructional Materials	All	Administration	Summer 2012	Quarter 4		
Effective RTI team / process - year long schedule of meetings, robust process, better connection between teachers and RTI team and better monitoring of student progress every six weeks	ILT/ Teacher Teams	All	ILT / RTI Team	Summer 2012	Quarter 4		
Interventions include in-class, small group instruction, push-in support provided by specialists, one-on-one support and additional supports outside of the classroom.	ILT/ Teacher Teams	All	ILT / RTI Team	Summer 2012	Quarter 4		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Teachers must effectively model and implement appropriate expectations aligned to the school's mission. School will build stronger relationships between students, staff, parents and community.	We scored our school a "2" in "climate and culture" on the SEF. By improving our school environment we will improve our overall performance and our potential to improve student learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Morning routines scheduled and consistent - pledge of allegiance, school creed and morning announcements.	Other	All	Administration	Summer 2012	Quarter 4		
Students are effectively monitored in the hallway and during transistions.	Other	All	Administration and teachers	Summer 2012	Quarter 4		
Teachers will effectively use CHAMPS as part of a whole school positive behavior support model.	Other	All	Administration and teachers	Summer 2012	Quarter 4		
Strict enforcement of uniform dress code.	Other	All	Administration and teachers	Summer 2012	Quarter 4		
School staff provides frequent opportunities for familes and community members to participate in authentic and engaging activities in the school community--like student performances, exhibitions, literacy or math events, etc.	Parental Involvement	All	ILT Team	Summer 2012	Quarter 4		
Students classroom experiences should be reflective of a professional, positive and uplifting climate.	ILT/ Teacher Teams	All	Staff	Summer 2012	Quarter 4		
Staff establishes a safe, clean and welcoming environment.	ILT/ Teacher Teams	All	Staff	Summer 2012	Quarter 4		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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