



2012-2014 Continuous Improvement Work Plan

Edward Everett Elementary School

Pershing Elementary Network
3419 S Bell Ave Chicago, IL 60608
ISBE ID: 150162990252192
School ID: 609909
Oracle ID: 23141



Mission Statement

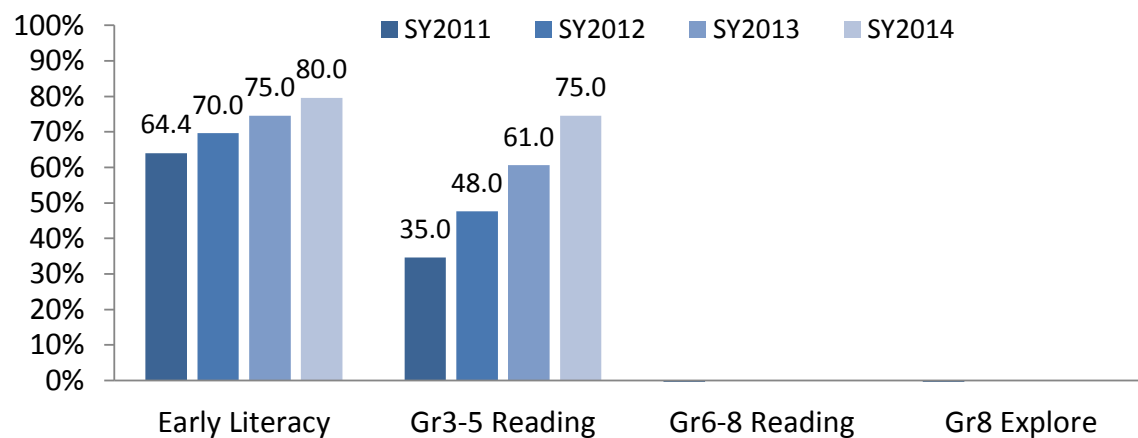
To realize our mission, we strive to ensure that all students achieve individual academic success and become life long learners: by providing a challenging and comprehensive curriculum, where all students will discover, develop and exhibit their talents and interests, by promoting core values, while working in partnership with staff, students, parents and community members.

Strategic Priorities

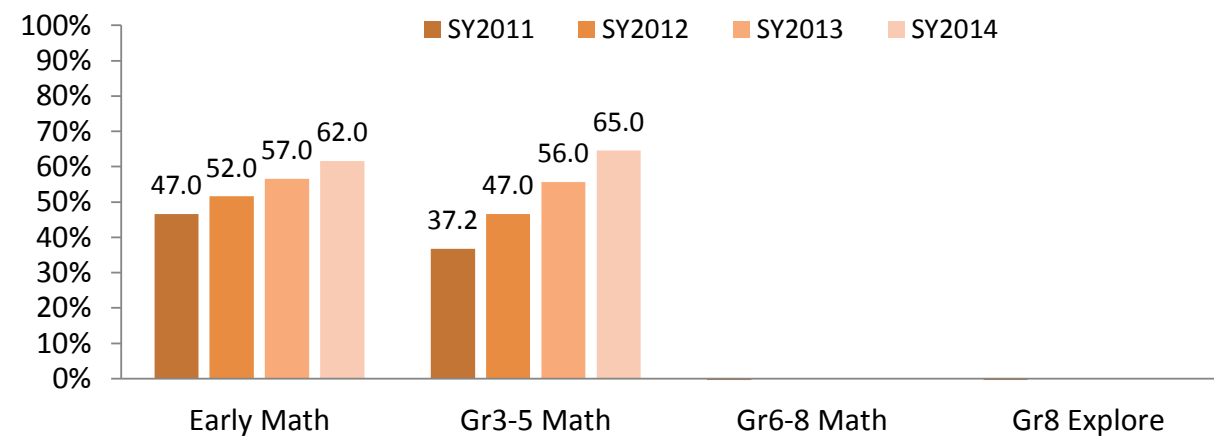
1. Reading Curriculum will be guided by the Common Core Standards (CCSS) with an emphasis on research skills
2. Math Curriculum will be guided by the CCSS with an emphasis on problem-solving and application of reasoning.
3. Science Curriculum will emphasize students learning through the inquiry process, incorporating the CCSS Language Arts Standards.
4. School-wide Technology Integration to ensure our students are high school and college ready.
5. Positive School Climate with Family Involvement through CHAMPS

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Edward Everett 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
Mary Lou Gutierrez	Principal
Darien Parker	Lead/ Resource Teacher
Thomas Sherlock	Lead/ Resource Teacher
Raisa Chubchenko	Lead/ Resource Teacher
David Kruskol	Lead/ Resource Teacher
Laura Fernbach	Classroom Teacher
Anita Rocha	Classroom Teacher
Jane Rezina	Classroom Teacher
Adrienne Dancy	LSC Member
Elizabeth Schar	Special Education Faculty
Winnie Ho	Classroom Teacher
Angelica Uribe	Parent/ Guardian



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	64.4	70.0	75.0	80.0		Early Math % of students at Benchmark on mClass	47.0	52.0	57.0	62.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.0	48.0	61.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.2	47.0	56.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.9	66.0	75.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.2	61.0	71.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.3	97.0	98.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	2.4	2.4	2.4	2.4

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	66.4	70.0	75.0	80.0		ISAT - Reading % of students exceeding state standards	13.6	18.0	23.0	28.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.6	80.0	85.0	90.0		ISAT - Mathematics % of students exceeding state standards	13.6	18.0	23.0	28.0
ISAT - Science % of students meeting or exceeding state standards	63.2	70.0	75.0	80.0		ISAT - Science % of students exceeding state standards	13.2	18.0	23.0	28.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We find there is a need for cohesiveness and use of Common Core grade level vertical alignment to ensure students are ready for each consecutive grade level work. Teachers do use IL State Standards in their planning. Teachers analyze data on a regular basis (NWEA, ISAT, DIBELS, mclass, IDEL). Students have ownership of their own learning by reviewing their own data, and students set individual goals with their classroom teachers. A significant amount of our curriculum uses performance-based assessments.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Our principal encourages teachers to grow professionally through communication of opportunities and programs offered, and allocating funds for subs and fees for teachers to attend PD and conferences. Our principal has clear vision and readily communicates the future through strong emphasis on technology integration, science & inquiry, and research skills. Our principal creates a system for consistent and ongoing family involvement.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>School has grade level teams that meet weekly. The RTI team meets once a month. All teachers participate in one or more committees. All teachers participate in working together to coordinate themed school-wide events such as Math Night, Science Night, and Health Night.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>We feel the ILT needs more time to meet as a group and with the whole staff. ILT will need representation from Special Education and primary level. Currently, ILT consists of Bilingual, Upper Elementary and Science. ILT analyzes data and strategizes for ways to improve curriculum and teaching practices.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Progress is monitored regularly via school PD and staff meetings to address areas of success and involvement. Grade-level teams plan and readjust strategies to meet all student needs. Data is used for RTI monitoring. Students have individual goals and refer to their own data in the classroom. Teachers have classroom goals. Data is posted for entire school on School Data Wall.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Through year long professional development, the Kindergarten teachers are consistently attending training to make improvements for Literacy at the Kindergarten level presented by Kinder Counts, which is linked to CCSS in language arts. Many teachers coordinate and collaborate on curriculum for special units/projects using Curriculum Mapper software, with a focus on Concept-based planning. While all teachers use the IL State Standards to guide instruction, we plan to use the CCSS for next year's unit planning.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Teachers regularly apply for grants in order to purchase additional instructional materials (such as Core subject chapter books in science and math). Purchased subscription magazines to support learning core subjects. Teachers look for free resources to acquire support materials (Free Things program, Half Price books). Our Guided Reading Resource Room provides teachers with leveled books, as well as bilingual and Spanish-language books. The Resource Room has both nonfiction and fiction book sets. Our school library includes books selected for curriculum connections,</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Through using DIBELS, NWEA, mClass, IDEL and various teacher-made formative assessments, teachers are able to consistently progress monitor students who are strategic and may need informal monitoring. Many classrooms utilize student self-assessment practices through rubrics and checklists.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Integrating Storytown Curriculum and Literature Circle groups using nonfiction books from Resource Room and using individual Guided Reading levels and CCSS to create units. Teachers use Bloom's Taxonomy to develop essential questions and skills to guide lessons. Teachers use rubrics to guide both learning and instruction for formative assessments. Through Curriculum Mapper, teachers plan for specific skills with Bloom's Taxonomy as guide, that will be mastered through a large unit and the corresponding daily plans. In Curriculum Mapper, the Skills align with the Content, which is guided by the IL State Standards in each subject area. The software allows for teachers to systematically check off the content and skills that have been mastered after the completion of each unit.</p>	

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Typical School	Effective School	Evidence	Evaluation
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Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>School uses three-tiered RTI system to identify students with special needs. Students with special needs receive interventions through small group instruction, pull-out and push-in services, regular monitoring, teacher collaboration and communication, and after-school tutoring (including SES). Students demonstrating needs for more challenges are also given opportunities to participate in special programs that will enhance learning, such as after-school clubs (Chess, Algebra) and programs offered in the morning (Filmmaking, Book Club, Newsletter).</p>	

Whole staff professional development ----->			3
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Professional Learning	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The first days of the school year is spent planning for Professional Development (PD) to be given throughout the year. This year, teachers volunteered to lead PD in requested areas (including classroom management, assessment, technology). Teachers have options to attend conferences and other special PDs through funding reserved for subs and fees.</p>	
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DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Teachers meet weekly with principal in grade level meetings. Preps are also scheduled to allow for teacher teams (grade levels) to meet throughout the week. Due to prep schedules, specialized teachers (technology, science, library) are not able to meet with classroom teachers. Goals for next year include meeting as a staff during the 75-minute weekly PD, and establishing school-wide ownership for data.	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	Teachers are given opportunities to attend trainings outside of the school to develop skills in teaching curriculum (Storytown, FOSS, Everyday Mathematics). The network has assisted the school with training in using NWEA and analyzing data. The network also provided trainings for Extended Response in using the MEL-Con organizer and rubric.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Our school promotes an atmosphere of "thinking ahead to college." Students are being prepared for the next steps in school--learning how to use technology, preparing for upper school science lab, applying research skills, and getting a head start in areas such as algebra and economics. Teachers have a bulletin board displaying college degrees to promote upper levels of education.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>We have very good discipline in the school. Students have opportunities to bond with teachers through special programs, eating lunch in the classroom, and clubs. Students also have counseling services available as needed. Positive Action curriculum promotes positive relationships throughout the school.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Classrooms use Positive Action curriculum, which focuses on anti-bullying, health and positive thinking. Classrooms use incentives (such as school store and marbles) to reinforce positive behavior. Teachers posted diplomas from colleges to encourage curiosity and long-term goals.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Information and opportunities to explore paths of interest are provided through project-based learning such as the Science Fair ("What kind of scientist would you like to be?"). Students learn about using iPads, Smartboards, presentation software (Power Point, websites) to use in college.	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Our school has a website that is connected to Facebook, Twitter and YouTube. The Everett community is updated on special events and information pertaining to the school. The website also features information about curriculum, school services, homework help and information about testing.	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Our school has monthly family nights that encourages full school participation. All families are notified and invited to special school events such as fairs, performances, and showcases. The Positive Action Curriculum is intended to help students with success in school and at home.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Our school has academic after-school programs to help struggling students, as well as give advanced students opportunities for extra challenges.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	This year, students in 3rd grade researched different careers. Students created companies, businesses and products. Students applied for positions such as CEO, VP and staff member with their business though using iPads. We plan for more projects next year that connect technology with career and college aspirations.	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Our school promotes having aspirations for college through projects promoting careers. Through our intense emphasis on technology, students utilize digital tools for college and career activities such as research and creating of projects. Through technology, students are provided access to current information and relevant skills.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	We have many extracurricular activities such as Sports Club, Cheerleading, Dance, Art, Drama, Algebra, Chinese, Chess and Violin lessons available to all interested students.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students have practice in taking computer-based assessments through NWEA. Students develop skills in using technology to demonstrate their learning.</p>	
	College & Career Admissions and Affordability ----->			
<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 			
Transitions ----->			2	
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Outgoing students welcome incoming students by writing letters. 5th grade students take an end-of-the-year field trip to visit Evergreen, the neighborhood middle school. Kindergarten students participate in a "Graduation" to 1st grade. PreK students participate in all school-wide activities. Students begin to use technology in PreK, preparing for technology usage in the upper grades.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The school purchased iPads for each classroom. Funding is also used to replenish science sets for Discovery Lab curriculum. Some funds are used to buy books, guided reading sets, math manipulatives. Funding is also used for software to help students with test prep, learn content, practice math skills and reading skills. School plans for use of funds with a focus on student need and ways to improve the school as a whole. We also have a significant focus on technology integration.</p>	
	Building a Team ----->			2
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The interview process is typically handled by the principal or a small team from the school.</p>		
Use of Time ----->			2	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Schedule allows for grade level teacher teams to meet on a regular weekly basis. Special need students receive both inclusion with the classroom and individualized instruction from the special ed department. Schedule allows for all classrooms to participate in special programs (music, gym, computers, library, discovery).</p>		

Mission & Strategic Priorities

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

Mission Statement

To realize our mission, we strive to ensure that all students achieve individual academic success and become life long learners: by providing a challenging and comprehensive curriculum, where all students will discover, develop and exhibit their talents and interests, by promoting core values, while working in partnership with staff, students, parents and community members.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading Curriculum will be guided by the Common Core Standards (CCSS) with an emphasis on research skills	Through the implementation of the CCSS, we plan to academically challenge our students, with the intent to raise the percentage of students meeting and exceeding the standards in reading. Currently, 66% of our students are meeting and exceeding the standards in Reading, and 13.6% are exceeding.
2	Math Curriculum will be guided by the CCSS with an emphasis on problem-solving and application of reasoning.	Through a math curriculum that encourages students to apply the developing understanding of content and math practices, students will learn how to approach math problems, so that we can raise the percentage of students meeting and exceeding the standards (currently at 77.6%, with 13.6% exceeding).
3	Science Curriculum will emphasize students learning through the inquiry process, incorporating the CCSS Language Arts Standards.	Through a science curriculum that allows for hands-on inquiry with a connection to research, we can raise our students meeting and exceeding above our current standing at 63%.
4	School-wide Technology Integration to ensure our students are high school and college ready.	All classrooms are currently equipped with technology, such as Smartboards, projects and iPads. By providing more training for teachers in the use of technology, we plan for all students to participate in projects that incorporate digital tools.
5	Positive School Climate with Family Involvement through CHAMPS	In order to provide the highest-quality curriculum with the most rigor, we must make sure all our classrooms follow the same discipline code, including respectful conduct and positive behavior.

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
Reading Curriculum will be guided by the Common Core Standards (CCSS) with an emphasis on research skills	Through the implementation of the CCSS, we plan to academically challenge our students, with the intent to raise the percentage of students meeting and exceeding the standards in reading. Currently, 66% of our students are meeting and exceeding the standards in Reading, and 13.6% are exceeding.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to teachers for CCSS (in Language Arts) implementation and incorporate into Units of Study planning. PD will take place during the first week of the school year, as well as during the 75-minute after-school PD once a week.	Professional Development	All	Teachers	Summer 2012	On-going		
Collect data regarding the current nonfiction collection found in school library and classrooms, and generate Collection Development for nonfiction list to support teaching CCSS	Instructional Materials	All	Teachers	Summer 2012	Quarter 1		
Develop quarterly Units of Study that are vertically aligned and involve integration of multiple subjects enhancing the Language Arts skills of reading, writing, listening & speaking, with a total of 4 Units of Study for the school year.	Instruction	All	Teachers	Summer 2012	On-going		
Schedule Curriculum Development sessions that will take place during the 75-minute PD after school.	Professional Development	All	Principal, Ms. Fernbach, Ms. Rezina, Ms. Tapia, Ms. Ho, Ms. Schar (ILT Team)	Quarter 1	Quarter 4		
Designate Teacher Leaders to lead Curriculum Development sessions.	Professional Development	All	Principal, Ms. Fernbach and Ms. Roney	Quarter 1	Quarter 4		
Provide after-school programs for academics and enrichment purposes, serving atleast 75% of our student population.	After School/ Extended Day	All	Teachers	Quarter 1	Quarter 4		



Strategic Priority 2



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
School-wide Technology Integration to ensure our students are high school and college ready.	All classrooms are currently equipped with technology, such as Smartboards, projects and iPads. By providing more training for teachers in the use of technology, we plan for all students to participate in projects that incorporate digital tools.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for incorporating technology to enhance teaching and learning. Using one-time only funds, support teachers towards developing into fully knowledgeable teachers that utilize technology to its utmost potential.	Professional Development	All	Teachers	Summer 2012	On-going		
Assess need through inventory and communication with teachers for adding or replacing equipment to ensure classrooms are fully functioning with technology equipment. Using one-time only funds, support Everett's goal of becoming a fully 21st-century school by equipping classrooms with needed projectors, computers, connectors and other digital tools. We believe technology prepares our students for college and career through enrichment and intervention opportunities.	Instructional Materials	All	Mr. Sherlock	Summer 2012	On-going		
Within the Units of Study, incorporate teaching practices using digital tools, and include formative, performance-based assessment using these digital tools (such as recording and publishing.)	Instruction	All	Teachers	Summer 2012	On-going		
Subscribe to various subscription online tools (Education City, Brainpop) to help students develop skills and practice using online resources.	Instructional Materials	All	Principal	Quarter 1	On-going		
Staff 0.5 technology teacher to provide all classrooms with instruction in technology	Staffing	All	Mr. Sherlock	Quarter 1	Quarter 4		
Purchase five more iPads per classrooms to allow for more students to utilize educational apps and prepare students for the future	Instructional Materials	All	Principal	Summer 2012	Quarter 1		



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
Positive School Climate with Family Involvement through CHAMPS	In order to provide the highest-quality curriculum with the most rigor, we must make sure all our classrooms follow the same discipline code, including respectful conduct and positive behavior.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue school-wide Positive Action curriculum for all grades PreK-5, establishing a positive school culture that promotes anti-bullying and healthy choices.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Encourage family involvement through monthly Family Nights showcasing a different theme each month, for a total of ten Family Nights, with a goal of 60% family participation.	Parental Involvement	All	Teachers	Quarter 1	Quarter 4		
Continue "Go for the Gold" Nutritional Campaign through health curriculum and providing fresh fruit and vegetables to all students.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Staff 0.5 gym teacher to teach curriculum that focuses on team work and healthy choices.	Staffing	All	Gym Teacher	Quarter 1	Quarter 4		
Continue RTI Team regular monthly meetings with teacher representation from all grade levels to ensure communication regarding RTI is communicated to all staff members and school works together to meet the needs of all students.	Instruction	All	Teachers / RTI Team	Quarter 1	Quarter 4		
Create a culture of college and career through special activities that showcase different careers and colleges	Other	All	Teachers	Quarter 1	Quarter 4		
Implement a school-wide discipline/reward system that unites all classrooms with all students and teachers in understood expectations for behavior and work ethic. All classrooms will use Noise Meter, Volume Zero in the hallway, and Marble Jar. Filling the Marble Jar will result in a gift from the Office and 20 minutes of in-class free choice.	Instruction	All	Principal, Ms. Fernbach, Ms. Rezina, Ms. Tapia, Ms. Ho, Ms. Schar (ILT Team)	Quarter 1	On-going		

