

Laughlin Falconer Elementary School

Fullerton Elementary Network

3020 N Lamon Ave Chicago, IL 60641

ISBE ID: 150162990252194

School ID: 609910

Oracle ID: 23151

Continuous Improvement Work Plan
2012 - 2014

Mission Statement

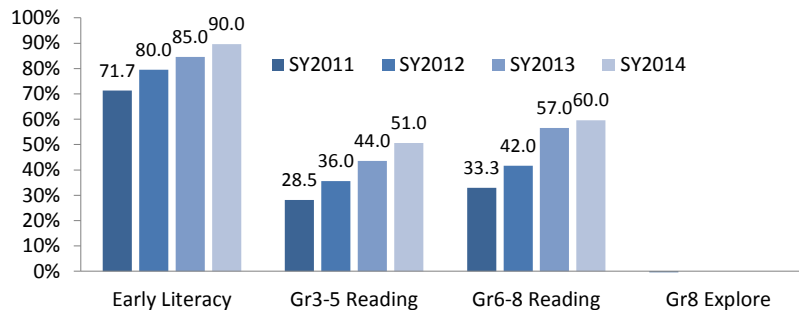
We are committed to creating a nurturing environment that will enable students to succeed academically. All stakeholders share the responsibility to engage students in instruction that is aligned with the best educational practices. We will prepare students to live, learn, and work in a world shaped by 21st century technologies. Our students will become accountable to self, school, and society.

Strategic Priorities

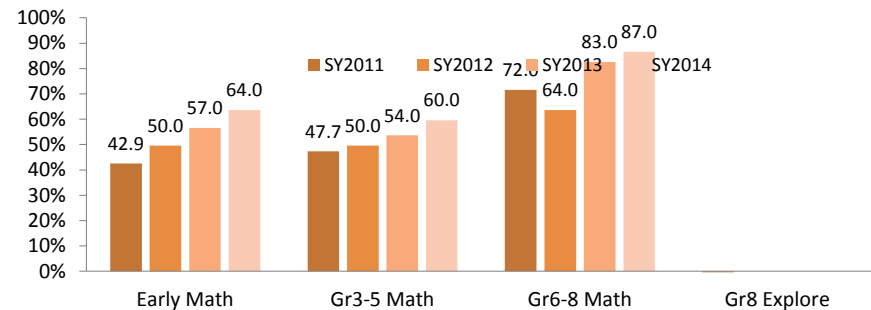
1. Provide comprehensive instruction towards Common Core State Standards (CCSS) with primary focus on non-fiction passages in ELA, Social Studies, and Science.
2. Provide reading and mathematics interventions to target struggling learners identified by universal screeners and classroom performance.
3. Provide comprehensive mathematical instruction toward Common Core State Standards (CCSS) with primary focus on algebra.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



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:

Laughlin Falconer 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
Michael Perez	Principal
James Cosme	Assistant Principal
Diana Acevedo	Lead/ Resource Teacher
Cecilia Annette Bartel	Lead/ Resource Teacher
Gwendolyn Bauer	Classroom Teacher
Stephen Bingham	Classroom Teacher
Ellen Galassini	Classroom Teacher
Nancy Ariola	Classroom Teacher
Lauren Terakedis	Special Education Faculty
Leonarda Hernandez	ELL Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade					SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal					
Early Literacy % of students at Benchmark on DIBELS, IDEL					71.7	80.0	85.0	90.0	Early Math % of students at Benchmark on mClass					42.9	50.0	57.0	64.0
3rd - 5th Grade																	
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA					28.5	36.0	44.0	51.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA					47.7	50.0	54.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA					46.9	56.0	60.0	65.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA					63.4	72.0	75.0	79.0
6th - 8th Grade																	
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA					33.3	42.0	57.0	60.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA					72.0	64.0	83.0	87.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA					59.1	64.0	67.0	70.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA					77.2	100.0	100.0	100.0
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	96.1	96.5	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	5.7	5.5	5.3	5.1

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	65.3	71.0	78.0	84.0		ISAT - Reading % of students exceeding state standards	14.2	19.0	24.0	29.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.8	87.0	90.0	92.0		ISAT - Mathematics % of students exceeding state standards	21.0	29.0	37.0	45.0
ISAT - Science % of students meeting or exceeding state standards	79.0	82.0	86.0	91.0		ISAT - Science % of students exceeding state standards	13.5	18.0	24.0	27.0

School Effectiveness Framework

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DIMENSION 1: Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action ----->			2
<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. 	Falconer has established goals for student achievement through our Theory of Action and quarterly remediation plans based on assessment results, which are aimed at making incremental growth and narrowing achievement gaps. The ISAT, Scantron assessments, ACCESS, DIBELS/IDEL/Reading 3D-TRC, and mClass are the relevant school level assessment data used to inform decision-making to narrow the achievement gap. These assessments guide teachers in making informed decisions for the needs of each individual student.	
Principal Leadership ----->			2
<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. 	Falconer is in the process of working with our Instructional Leadership Team in establishing a professional development plan which focuses on college and career readiness to create a school-wide vision and meet the needs of all students, including students with IEPs and ELLs. The administration monitors teacher instructional practice through teacher observations and a summative evaluation. The principal engages families and the community through frequent school-wide events, such as Family Movie Nights, Science Fair Night, Literacy Night and Open House.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>A core group of teachers participate in a variety of committees to perform the leadership duties at the school. Each grade level, as well as Special Education and the Bilingual Program, are represented among these committees, which include: RTI, ILT, CIWP, grade level chairs, and PPLC. Teacher learning and expertise is inconsistently shared after engagement in professional development activities.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none">• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.• ILT engages in changes to practice in response to voiced concerns.• ILT analyzes student test data if new data is available.	<ul style="list-style-type: none">• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.• The ILT leads the work of improving teaching and learning school-wide• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly	Primary, Intermediate, Middle Grade, Bilingual and Special Education teachers are represented on the ILT, along with members from the administration. The ILT analyzes student data as it becomes available and is also responsible for school-wide professional development focused on the implementation of the CCSS.	
Monitoring and adjusting ----->			2
<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.	District and state assessment data is occasionally reviewed by the ILT to establish and revise our Theory of Action and Quarterly Remediation Plans. Teachers analyze data specific to their classrooms and students as a way to identify specific learning needs, guide instruction and target interventions. The ISAT, Scantron, ACCESS, DIBELS/IDEL, mClass and Reading 3D-TRC are school level assessment data used to make informed decisions for the needs of each individual student.	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum				2
		<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each grade level determines a year-long curricular pacing/scope and sequence for instruction in all of the core subjects. Curriculum is also provided to meet the needs of students with IEPs and ELLs, which allows teachers to differentiate and modify instruction according to student needs. Short-term plans based on assessment results include the supports necessary to ensure that students with IEPs and ELLs are able to gain core content knowledge and skills. Additional nonfiction books have been purchased to enhance individual classroom libraries in all grade levels which will expose students to grade-level informational texts.</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>Each grade level is provided with instructional materials covering all core subjects and are parallel in English and Spanish which are aligned to the state standards to address the needs of our ELL population and students with IEPs. Materials for each core subject contain supplemental leveled readers, an intervention kit and books on tape to allow teachers to differentiate to meet individual student needs. In addition, teachers apply differentiated instruction to daily lessons.</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>Classroom data is organized and available to individual teachers immediately after each assessment via CIM in IMPACT. Universal screeners (Scantron, DIBELS/IDEL, mClass) are administered on a quarterly basis to accommodate for individual learner needs and to guide classroom instruction. Universal screener assessment data, along with teacher formative and informative assessments are also used to screen and monitor students who need additional supports through Response to Intervention. Classroom teachers who have students with IEPs in their class are provided with a copy of each child's IEP. As a school, Falconer has attained 99.5% compliance in completion of IEP's and 504 plans completed by the due date.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>In fiscal year 2011-2012, we have established the implementation of daily objectives for every core subject, as well as scaffolding higher order thinking skills into activities and questioning. Instruction is primarily driven by assessments and instructional materials. Teachers apply the use of differentiated instruction and various learning styles into instruction to ensure all students, including students with IEPs and ELLs, achieve mastery. Teachers also use a variety of formative assessments to check for understanding which guides their instruction. Students with IEPs are placed in the LRE according to each child's individual needs. In addition, technology (e.g., Smartboards, Ipads, Apple TV, document cameras, laptops) is used as a tool for instruction to support and prepare students to be 21st century learners.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Falconer has a coherent and cohesive approach to administering universal screener assessments to identify which students are in need of academic interventions. Interventions include individualized and small group instruction, and push-in supports for students with IEPs and ELLs. Intervention strategies are provided by the classroom teacher as well as a variety of specialists to meet the academic needs of students in grades K-6. The push-in model we have implemented the last few years helped us attain AYP within the subgroup of students with IEPs in both Reading and Math. The school also has a uniform approach to RTI. Falconer has provided teachers with PD, a completed RTI action plan, and weekly grade levels meetings are held to discuss interventions and progress monitoring so that adjustments can be made to intervention plans.</p>	
Professional Learning	Whole staff professional development ----->			2
	<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>Whole staff professional development takes place on designated PD days, which is tightly aligned to school's priorities. A year-long professional development schedule is established and distributed to teachers, however district mandates and initiatives are constantly changing what is presented.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Teachers have one scheduled common prep period on a weekly basis to meet and discuss RTI interventions and progress monitoring. Additionally, general education teachers meet separately with special education teachers to discuss the progress of students with IEPs in the push-in model.	
	Instructional coaching			1
	<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. 	Coaching and support typically takes place through colleagues and from grade level team members. Formal support for new teachers is not given due to a lack of a district-wide mentoring program. Professional development plans are not tailored to the needs of individual teachers, but rather to the needs of particular grade levels and local initiatives. These PD plans are also subject to change due to district mandates and initiatives.	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture ----->			2
	<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>We have started the implementation of CCSS into lesson plans and pacing charts and are in the process of developing a training plan for our teachers to build and maintain a college-going culture.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Some students form bonds with adult advocates who care about the students and support their individual needs. Students with IEPs in self-contained and inclusion classes are engaged in the school community, including both physical and social integration by participating in grade-level specials and school sponsored events. Student home language and culture are respected and valued.</p>	
	Behavior & Safety ----->			2

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Typical School	Effective School	Evidence	Evaluation
<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>Falconer has a common PBIS behavior matrix based on school-wide expectations, which is not consistently reinforced by individual staff. Next year we will have fully implemented a positive behavior support system as part of our RTI action plan.</p>	

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NSION 5: Family and Community Engagement	Typical School	Effective School	Evidence	Evaluation
	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	The principal provides information for families on school performance on a yearly basis through the ISAT parent reports and the school scorecard. Falconer also provides clear information and student expectations by supplying each parent with a student handbook and the CPS Student Code of Conduct in English and Spanish at the start of each school year. A monthly newsletter is distributed to each child keeping parents abreast of the important events and dates happening during each month. Falconer school also provides translators for parents to communicate in their native language. Teachers provide clear expectations for families by distributing a parent letter at the beginning of the year which outlines student expectations for the year. In addition, teachers send home letters to parents after each benchmark test to keep them up to date on their child's expected grade-level performance and inform them of any interventions their child might need to support the child's individual academic needs.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Communication to families is typically conducted when progress reports and report cards are being distributed. Teachers communicate with parents in a variety of ways, such as, the student's agenda, notes sent home, telephone calls, and email when behavior or academic concerns arise. Falconer school communicates with parents by sending home a monthly newsletter and calling parents via the automated calling system to inform parents of important information in English and Spanish.	
	Bonding ----->			2

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
DIMEI	<ul style="list-style-type: none"> • The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> • The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Falconer establishes a non-threatening and welcoming environment for students, parents, and the community. The school provides frequent opportunities for parents and community members to participate in engaging activities, such as Literacy Nights, Science night, Gym night, and Open House. Parents are welcomed and encouraged to volunteer for the annual Children's Day and grade-level Field Days. Awards night and a monthly Student of the Month breakfast are held to engage parents in acknowledging their child's efforts at school. The community and parents are invited to attend Winter and Spring assemblies every year.</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.**

N 6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	Specialized support ----->			2
	<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. 	Falconer provides required services to students within the school building during typical school hours. As a school, we have attained 99.5% compliance in completion of IEP's and 504 plans completed by the due date.	
	College & Career Exploration and election ----->			1
	<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. 	Falconer does not provide information about college or career choices based on that we are a K- 6 grade elementary school.	
	Academic Planning ----->			1
	<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. 	Falconer assists students and their parents in fifth and sixth grade who express an interest in attending a selective enrollment or magnet school for 7th and 8th grade. The school counselor helps students and their parents understand the directions put forth in the Options for Knowledge handbook.	
	Enrichment & Extracurricular Engagement ----->			1
	<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. 	Extracurricular activities exist but are limited in scope and are not aligned with students' strengths and needs. The enrichment activities that students have the opportunity to participate in are only geared towards students in fourth through sixth grades which includes technology classes and an after school sports programs	

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. 	The Common Core Quarterly Assessment was administered to students in third through sixth grade once in the Fall of 2011 and since has been suspended by the district.	
	College & Career Admissions and Affordability			1
	<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. 	This is not applicable since we are a K - 6 grade elementary school.	
	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. 	Falconer works to ensure effective transitions into Kindergarten and at each grade level by providing families with their child's assessment data after each benchmark assessment.	

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.**

DIMENSION 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources ----->			2
<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.	Falconer allocates discretionary spending to align identified needs and strategic priorities, such as funding technology, fine arts, and reducing class size. Discretionary funds are also used to purchase supplemental instructional material for all students, including ELLs and students with IEPs. Outside funding is limited to technology grants for IPADS and Achieve 3000; additionally, teachers write grants when available for classroom materials.	
Building a Team ----->			1
<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.	Hiring is conducted after a vacancy or expected vacancy is identified. Interviews are conducted by the adminsrative team and candidates are not given the opportunity to demonstrate their knowledge or skill in the classroom.	
Use of Time ----->			2

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
<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>Falconer's schedule is designed based on a certain number of minutes per subject according to CPS mandates. Teacher collaboration time occurs on a weekly basis during a common prep period during school hours. The use of RTI for struggling students happens at the discretion of individual teachers using research-based strategies to support individual learners.</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

We are committed to creating a nurturing environment that will enable students to succeed academically. All stakeholders share the responsibility to engage students in instruction that is aligned with the best educational practices. We will prepare students to live, learn, and work in a world shaped by 21st century technologies. Our students will become accountable to self, school, and society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide comprehensive instruction towards Common Core State Standards (CCSS) with primary focus on non-fiction passages in ELA, Social Studies, and Science.	Our analysis of Fall Scantron scores in grades 3-6 reflects that 33% of the students were weakest in non-fiction passages. By continuing to implement daily reading instruction, all students, including ELL and students with IEPs, will develop a greater understanding of non-fictional content and structure in ELA, Social Studies, and Science.
2	Provide reading and mathematics interventions to target struggling learners identified by universal screeners and classroom performance.	We determined that our school is a "3" in "Intervention" in the School Effectiveness Framework. By providing students with evidence-based interventions, we will ensure all students, including ELL and students with IEPs, in grades K-6 will improve in reading and math.
3	Provide comprehensive mathematical instruction toward Common Core State Standards (CCSS) with primary focus on algebra.	Our analysis of Fall Scantron scores in grades 3-6 reflects that 29% of the students were weakest in algebra. By incorporating Common Core State Standards (CCSS) in math instruction, all students, including ELL and students with IEPs, in grades K-6 will increase abilities to apply algebra skills in problem solving.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide comprehensive instruction towards Common Core State Standards (CCSS) with primary focus on non-fiction passages in ELA, Social Studies, and Science.	Our analysis of Fall Scantron scores in grades 3-6 reflects that 33% of the students were weakest in non-fiction passages. By continuing to implement daily reading instruction, all students, including ELL and students with IEPs, will develop a greater understanding of non-fictional content and structure in ELA, Social Studies, and Science.

Action Plan**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue teacher-led Professional Development focused on implementation of literacy instruction aligned to CCSS.	Staffing	All	Administration/ILT	On-going	On-going	On-Track	
Investigate a new language arts curriculum and provide relevant supplemental materials to support CCSS in ELA.	Instructional Materials	All	Administration/ILT	On-going	On-going	On-Track	
Provide relevant supplemental materials to support CCSS in Social Studies and Science for nonfictional content.	Instructional Materials	All	Administration/ILT	On-going	Summer 2013	On-Track	
Teachers will collaborate during weekly grade level meetings to create common assessments, share student work, and develop lessons that incorporate informational text aligned to the CCSS.	Instruction	All	Grade Level Teams/Administration	On-going	On-going	On-Track	
Administration will provide time for teachers to determine the depth of instruction vertically and horizontally across grade levels.	ILT/ Teacher Teams	All	Grade Level Teams/Administration	On-going	On-going	On-Track	
Teachers will collaborate and conduct peer observations in regards to vertical and horizontal alignment.	ILT/ Teacher Teams	All	Administration/ILT	Quarter 1	On-going	Behind	
Administration and the ILT will perform more informal teacher observations for quality control in order to check the development and implementation of informational texts aligned to the CCSS in action.	ILT/ Teacher Teams	All	Administration/ILT	On-going	On-going	Behind	
Based on administrators' observations, teachers who need assistance will be mentored by administration or a member of the ILT to improve deficiencies.	ILT/ Teacher Teams	All	Administration/ILT	On-going	On-going	Behind	
Teachers will use formal and informal assessment data (i.e., ISAT, Scantron, DIBELS/IDEL, Holistic tests, end-of-chapter and teacher-made assessments, student performance, etc.) for all students, including ELLs and students with IEPs, to guide instruction and monitor student progress in reading and understanding non-fictional text.	Instruction	All	Classroom Teachers	On-going	On-going	On-Track	

Strategic Priority 1

[illegible]

Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide reading and mathematics interventions to target struggling learners identified by universal screeners and classroom performance.	We determined that our school is a "3" in "Intervention" in the School Effectiveness Framework. By providing students with evidence-based interventions, we will ensure all students, including ELL and students with IEPs, in grades K-6 will improve in reading and math.

Action Plan**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use universal screener results and classroom performance to identify struggling learners in reading and mathematics.	Instruction	All	Classroom Teachers	On-going	On-going	On-Track	
Continue research-based reading and mathematics interventions as outlined in the RTI action plan.	Instruction	All	Classroom Teachers	On-going	On-going	On-Track	
Use the RTI action plan to continue progress monitoring in reading while the RTI team investigates more effective research-based strategies for progress monitoring students in math.	Instruction	All	Classroom Teachers/RTI Team	On-going	On-going	On-Track	
Provide ongoing teacher-led Professional Development on establishing baseline data, demonstrating effective evidence-based interventions, and train teachers how to progress monitor.	Professional Development	All	RTI Team	On-going	On-going	On-Track	
Teachers will continue to implement research-based reading strategies to transition students to the next appropriate tier in the following areas: (K-2) phoneme segmentation fluency, letter naming fluency, nonsense word fluency, word use fluency, oral reading fluency, and comprehension-retell fluency; (3-6) promote error correction, reading fluency, and reading comprehension.	Instruction	All	Classroom Teachers	On-going	On-going	On-Track	
Teachers will implement research-based math strategies to transition students to the next appropriate tier in the following areas: (K-2) counting and number identification; (K-6) math computation, early math fluency, and math concepts and applications.	Instruction	All	Classroom Teachers	On-going	On-going	On-Track	
Teachers will collaborate in weekly grade level meetings to discuss interventions and progress monitoring so that adjustments can be made to intervention plans.	ILT/ Teacher Teams	All	Grade Levels	On-going	On-going	On-Track	

Strategic Priority 2

[illegible]

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 comprehensive mathematical instruction toward Common Core State Standards (CCSS) with primary focus on algebra.	Our analysis of Fall Scantron scores in grades 3-6 reflects that 29% of the students were weakest in algebra. By incorporating Common Core State Standards (CCSS) in math instruction, all students, including ELL and students with IEPs, in grades K-6 will increase abilities to apply algebra skills in problem solving.

Action Plan**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue teacher-led Professional Development focused on implementation of math instruction aligned to the CCSS.	Professional Development	All	Administration/ILT	On-going	On-going	On-Track	
Update our math curriculum and relevant supplemental materials to support CCSS.	Instructional Materials	All	Administration/ILT	On-going	On-going	On-Track	
Teachers will collaborate during weekly grade level meetings to create common formative assessments and develop hands-on lessons that incorporate algebra, patterns, and functions aligned to the CCSS.	ILT/ Teacher Teams	All	Grade Levels	On-going	On-going	On-Track	
Administration will provide time for teachers to determine the depth of instruction vertically and horizontally across grade levels.	ILT/ Teacher Teams	All	Administration	On-going	On-going	On-Track	
Teachers will collaborate and conduct peer observations in regards to vertical and horizontal alignment.	ILT/ Teacher Teams	All	Administration/ILT	On-going	On-going	Behind	
Administration and the ILT will perform more informal teacher observations for quality control in order to check the development and implementation of hands-on math lessons aligned to the CCSS in action.	Instruction	All	Administration/ILT	On-going	On-going	Behind	
Based on administrations' observations, teachers who need assistance will be mentored by administration or a member of ILT to improve deficiencies.	Professional Development	All	Administration/ILT	On-going	On-going	Behind	
Teachers will use formal assessment data (i.e. ISAT, Scantron, mClass assessments, student performance, teacher observations, pre and post assessments) for all students, including ELL and students with IEPs, to guide instruction and monitor student progress in math and understanding algebra, patterns, and functions.	Instruction	All	Classroom Teachers	On-going	On-going	On-Track	

Strategic Priority 3

[illegible]

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

[illegible]

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

[illegible]