CIWP

2012-2014 Continuous Improvement Work Plan

Fernwood Elementary School

Rock Island Elementary Network

10041 S Union Ave Chicago, IL 60628

ISBE ID: 150162990252202

School ID: 609917

Oracle ID: 23201

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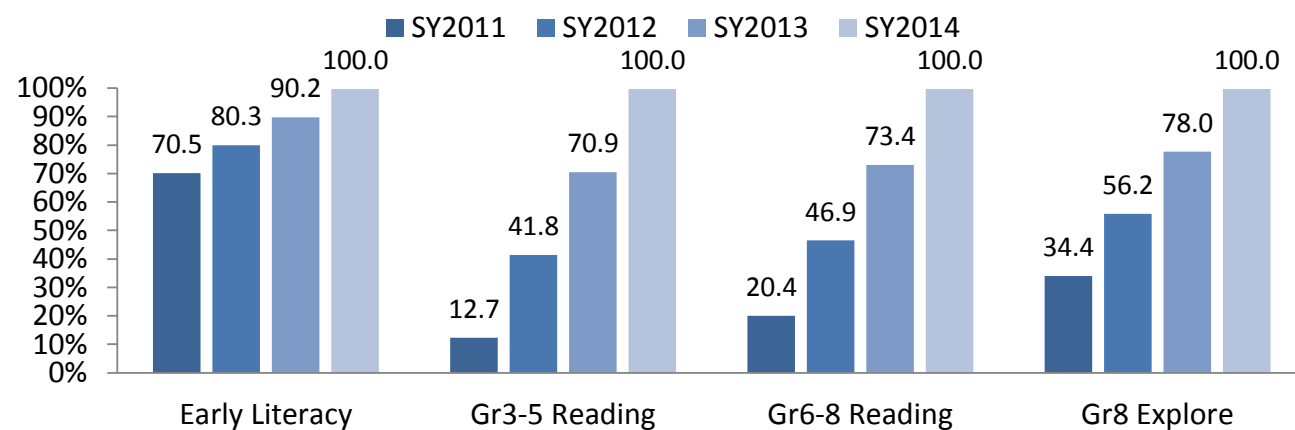
Mission Statement

Promoting and supporting high achievement for all students is the primary mission of Fernwood Elementary School. To accomplish this mission, we believe that it is the responsibility of the school to provide a student-centered, comprehensive, safe and caring learning environment for all children. Moreover, the mission of Fernwood Elementary School includes the development of confident, competent children who are well-prepared for college and/or careers in a culturally diverse democratic society. We believe strongly in achieving excellence and equity for every child. We believe that every child has talent and has something valuable to contribute to our society and to other people. We expect our professional staff to be performance-oriented in helping students meet today's problems as well as the challenges of tomorrow. We believe that if this
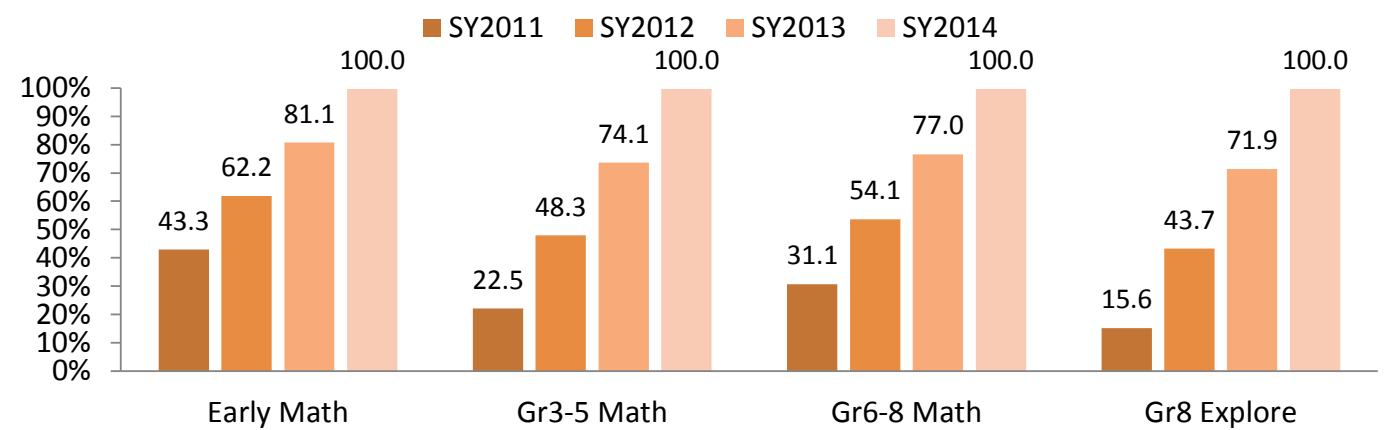
Strategic Priorities

1. Continue to Improve ELA and math performance for students of all performance levels as evidenced by various measures including NWEA, STAR and Performance Assessments. A Focus will be placed on the improvement of teaching and learning through the use of applicable technology for instruction, learning activities, and

2. Continue to improve our learning environment by continuing to build upon our strong school culture by focusing on positive interaction between all members of our school community so that we have a community that is respectful, kind, caring, and empathetic towards one another and free of student misconduct.

3. Continue to improve our school environment by identifying our facility needs and advocating for their maintenance, improvement, or repair.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	70.5	80.3	90.2	100.0
Gr3-5 Reading	12.7	41.8	70.9	100.0
Gr6-8 Reading	20.4	46.9	73.4	100.0
Gr8 Explore	34.4	56.2	78.0	100.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	43.3	62.2	81.1	100.0
Gr3-5 Math	22.5	48.3	74.1	100.0
Gr6-8 Math	31.1	54.1	77.0	100.0
Gr8 Explore	15.6	43.7	71.9	100.0

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:	**Fernwood 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
ROBERT L TOWNER	Principal
LEANTHONY BROWN	Assistant Principal
STACIE FRAZIER	Lead/ Resource Teacher
RACHAEL LIDDELL	Lead/ Resource Teacher
JAMES MASON	Lead/ Resource Teacher
TRINITY HAYNES	Lead/ Resource Teacher
TIM OBRIEN	Lead/ Resource Teacher
DAVID COOK	Special Education Faculty
FLORIDA BANKS	Special Education Faculty
VANESSA YOUNG	Other
GWENDOLYN GRINNAGE	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	70.5	80.3	90.2	100.0	**Early Math** % of students at Benchmark on mClass	43.3	62.2	81.1	100.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	12.7	41.8	70.9	100.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	22.5	48.3	74.1	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.2	56.8	78.4	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	55.4	70.3	85.1	100.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.4	46.9	73.4	100.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.1	54.1	77.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	34.8	56.5	78.2	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	38.7	59.1	79.5	100.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	34.4	56.2	78.0	100.0	**Explore - Math** % of students at college readiness benchmark	15.6	43.7	71.9	100.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.4	95.6	97.8	100.0	**Misconducts** Rate of Misconducts (any) per 100	29.0	19.3	9.7	0.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	66.1	77.4	88.7	100.0		**ISAT - Reading** % of students exceeding state standards	7.8	30.2	52.6	75.0
ISAT - Mathematics % of students meeting or exceeding state standards	79.4	86.3	93.1	100.0		**ISAT - Mathematics** % of students exceeding state standards	12.4	33.3	54.1	75.0
ISAT - Science % of students meeting or exceeding state standards	64.3	76.2	88.1	100.0		**ISAT - Science** % of students exceeding state standards	1.4	25.9	50.4	75.0

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
Goals and theory of action	-->		**4**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• Implemented STAR progress monitoring to monitor students' mastery of CCC ELA and mathematics standards • Analysis of past ISAT performance and identification of areas of strength and those needing improvement. • Analysis of ISAT results by all grade levels to develop an awareness of assessment expectations and learning goals at subsequent grade levels • Collaboratively analyzed data and established EOY goals for all students (grades K – 8) at the beginning of school year for applicable ISAT, Scantron, MClass and Star	
Principal Leadership	-->		**4**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• Utilized community partnerships to facilitate enrichment programs to provide additional challenging learning opportunities for students • Increased classroom implementation of the balanced reading model to increase the amount of time students spend on reading and reading related activities. Utilized Instructional Coach to provide professional development and peer observation to support classroom implementation • Added additional literacy tutor positions to increase the frequency of intervention support for students reading below expectations • Utilized the publication of a monthly staff bulletin to keep teacher's informed of upcoming assessments, lesson plan expectations, school wide events, standard operating	

DIMENSION 1:Leadership

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Teacher-led, before school "Reading Club" and After School Reading and Math Enrichment which provides students with opportunities to participate in additional learning activities to practice and apply recently learned or challenging content • At staff and grade-level meetings, faculty shared professional development highlights and new learning from their participation in workshops, conferences, seminars, classes, and other professional development participation • Grade-level teams participated in vertical collaboration to identify common language and expectations around extended response writing so that grade-level expectations are aligned from one grade to another • Teachers at all grades collaborated with instructional coach to participate in modeling instruction and/or observing peers teaching, analyzing student work, and learning new instructional strategies to continue to improve instruction	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	• Revised school weekly calendar to include a delayed student entry for purposes of implementing a Wednesday curriculum planning session. • Utilized weekly planning to work in small groups with instructional to analyze data and determine next steps.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• Consistently analyzed student performance data to quickly identify students needing additional reading support or enrichment opportunities • Consistently analyzed reading and math data to determine students needing support and identify areas of challenge • Collaboratively analyzed data and established EOY goals for all students (grades K – 8) at the beginning of school	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• Analyzed previous years ISAT assessments to develop a scope and sequence to guide instruction and assist teachers with pacing • Increased inventory of higher level guided reading texts at all grade levels so that students exceeding reading expectations would continue to have opportunities to read at their appropriate reading level • Consistent integration of ELA across all content areas including math, science, and social studies enabling students to learn and apply reading and writing skills • Intervention services for students that directly addressed skills and strategies that students needed to improve	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• The Harcourt Story Town reading series (with built in differentiated instruction materials and activities) is being implemented in grades K-5. • The HOLT Math series is used for mathematics instruction in grades 6 – 8, which focuses on building a strong Algebra foundation • The McDougall Littel, Common Core literature series is used for Language Arts instruction in grades 6 – 8.	

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.

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Fernwood Elementary School

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Admin developed assessment calendar developed to facilitate progress monitoring with fidelity. • Admin developed assessment calendar developed to facilitate progress monitoring with fidelity. • Implemented admin developed curriculum, based on Common Core Standards. • Provides weekly data accountability sessions with the teachers. Resulting data is posted within the classroom and in the hallways. • Teachers monitor student assessments for grouping and apply strategies for success. • Each teacher has a data notebook for analyzing student data and tracking progress. • Local school and district level assessments are used to monitor progress. Mid-year results show an upward trend	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Modeling of various strategies for teachers within the realm of literature and writing • Coached and mentored the teachers in the proper method of the Read Aloud strategy, and the strategies used to ask high-order thinking questions • Teachers provided support based on data-driven assessment while implemented research-based practices to increase student achievement • Modeling, observations, and supervision conducted in an effort for all students to achieve relevant standard based rigorous instruction • Upper grade departmental approach which allows teachers to maximize their time by providing instruction in all areas of endorsement	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• Differentiation of instruction to assist with meeting the individual academic needs of generel education students and students with disabilities; Using data from assessments to drive instruction and create/respond to interventions. • Collaborative planning between special and general education faculty. Use of various co-teaching models; intervention materials aligned with the general education curriculum; and paraprofessionals to assist students within the general education setting. • Students with disabilities also receive resource instruction that provides a small classroom setting and more intense instruction. • Included 'intervention blocks' at each grade-level schedule to support student reading growth	
Whole staff professional development		-->	**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• At staff and grade-level meetings, faculty shared professional development highlights and new learning from their participation in workshops, conferences, seminars, classes, and other professional development participation • Teachers are allotted a stipend to attend professional developments, with the understanding that they will present this information to the staff. Teachers are encouraged to seek outside professional development that supports their work in the classrooms. While In school professional developments are utilized to increase	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	--->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Grade-level teams participated in vertical collaboration to identify common language and expectations around extended response writing so that grade-level expectations are aligned from one grade to another • At weekly staff and grade-level meetings, faculty shared professional development highlights and new learning from their participation in workshops, conferences, seminars, classes, and other professional development participation	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• Teachers at all grades collaborated with instructional coach to participate in modeling instruction and/or observing peers teaching, analyzing student work, and learning new instructional strategies to continue to improve instruction and student learning • All new teachers are assigned to a mentor. These mentors meet weekly with the teacher, perform classroom observations and provide constructive feedback.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	--->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	• Publish monthly webpost to community members sharing achievements, challenges, successes, and school happenings. • Classroom teachers published classroom newsletters on a weekly/monthly basis to support the home/school partnership	
	Relationships	--->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Created and published a family survey soliciting feedback on our school culture and community, evidence of our core values exhibited in our work and action, student achievement, communication, etc. • Continued to foster the exceptional partnership that our school has with our LSC as we work towards providing the best learning opportunities possible for our students • Organized a myriad of programs throughout the school year for parents, students, teachers and administrators to bond such as Family Night Out, Family Reading, Math and Safety Night, Summer Orientation, Open House, Bring Your	
	Behavior& Safety	--->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	• Many school meetings focused on bullying awareness and prevention and anti-bullying messages. Our mentoring program initiative facilitated classroom and whole-school discussions around positive characteristics and actions which contributed to positive student interaction throughout the school day • Trained all staff members in the CHAMPS behavior	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• Created and published a family survey soliciting feedback on our school culture and community, evidence of our core values exhibited in our work and action, student achievement, communication, etc. • Continued celebrating and recognizing students' demonstrating our core values with Core Values in Action recognition during announcements, school meetings, personal conversations, and personal notes sent home to students	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Monthly newsletters are posted on the school website along with school calendar • Weekly progress reports used to address immediate instructional concerns • Behavior reports used to inform parents of behavioral concerns	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• Parents and community share in the end of celebration where students with literacy accomplishments are recognized • Time for family collaboration is fostered before each intercession through program entitled Family Night Out. School family's gather to go bowling, skating or to the movies • Parents are invited to students classroom for quarterly open house events entitled "Bring Your Parent to School	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• School orientation is held one week prior to school opening, where students are able to meet their new teacher, visit new classroom , purchase uniforms, take inoculations on medical bus, pay for school fees etc. • Parent workshops are held throughout the year for	
	College & Career Exploration and election	-->		**3**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	• Developed partnership with Southside Help Center through which classes were conducted to expose students to careers in various technical fields • Developed partnership with Ariel Capital Management	
	Academic Planning	-->		**3**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	• Ongoing staff development to discuss, plan and transition from Illinois standards to Common Core Standards. • Developed partnerships with east coast schools that have experience with implementing college and career standards to get instructional, curriculum and assessment ideas that we can attempt to utilize within our own population • Full school day plan will include computer time where students will devote a portion of their lab time explore	
	Enrichment & Extracurricular Engagement	-->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	• Developed partnership with Southside Help Center through which classes were conducted to expose students to careers in various technical fields • Developed partnership with Ariel Capital Management	

(left vertical label) **6: College and Career Readiness Supports**

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	***College & Career Assessments***	-->		**1**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• Developed partnerships with east coast schools that have experience with implementing college and career standards to get performance assessment ideas that we can attempt to utilize within our own population	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not Applicable	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	• School Funds allocated for summer "Step-up Summer Program" for students in grade K, 1, and 2 to provide an opportunity for students to get additional support in un-mastered current grade level skills and exposure to entry skills for their future grade level. • Vertical planning between grade levels conducting in March to allow for teachers to collaborate with one another and to discuss and identify with their vertical	

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***	--->		
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	• Retired teacher tutors provide service to the students in the lower quartile and to support balanced literacy. • Allocation of funds used to introduce new technology and resources to assist teachers in effectively delivery a high quality lesson • Funded supplementary security supervisor position to further promote our culture of calm initiative. The increased presence of trained security staff members has played a pivotal role in reducing our incidents by 98%	
	Building a Team	--->		
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Continued to foster the exceptional partnership that our school has with Chicago State University to provide the best extended learning opportunities possible for our students • Partnership with Chicago State University to identify talented future teachers to join the team • Developed a unique interview protocol which allows us to identify candidates who do not meet the school vision criteria • Developed a roster of college tutors and their areas of experience/expertise to share with teachers to identify potential classroom support	
	Use of Time	--->	**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• Student schedules designed and revised throughout the school year as data results change • Upper grade departmental schedule divided between related grade level teachers. Complemented by reduced class sizes which fosters a very cohesive classroom environment, fewer discipline concerns and greater differentiation. • Implemented at the beginning of the school year a school	

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

Promoting and supporting high achievement for all students is the primary mission of Fernwood Elementary School. To accomplish this mission, we believe that it is the responsibility of the school to provide a student-centered, comprehensive, safe and caring learning environment for all children. Moreover, the mission of Fernwood Elementary School includes the development of confident, competent children who are well-prepared for college and/or careers in a culturally diverse democratic society. We believe strongly in achieving excellence and equity for every child. We believe that every child has talent and has something valuable to contribute to our society and to other people. We expect our professional staff to be performance-oriented in helping students meet today's problems as well as the challenges of tomorrow. We believe that if this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Continue to Improve ELA and math performance for students of all performance levels as evidenced by various measures including NWEA, STAR and Performance Assessments. A Focus will be placed on the improvement of teaching and learning through the use of applicable technology for instruction, learning activities, and development of 21st century skills.	Implementation of Common Core Curriculum standards will yield the following: • Student Growth Percentile on NWEA and STAR assessments will be in the 80th percentile or better in June 2013 for both ELA and Math • At least 50% of students not meeting reading expectations in September will have experienced more than one year's worth of reading growth by June • More than 75% of students will be successful on EOY district created peformance assesments
2	Continue to improve our learning environment by continuing to build upon our strong school culture by focusing on positive interaction between all members of our school community so that we have a community that is respectful, kind, caring, and empathetic towards one another and free of student misconduct.	The focus on postitive behavior through various behavioral interventions warrants our continued effort and focus on what we can do as a school community to prevent inappropriate student conduct from taking place in our school. Our focus continues to be on developing students who are kind, respectful, caring, and empathetic towards others which will contribute towards positive behaviors.
3	Continue to improve our school environment by identifying our facility needs and advocating for their maintenance, improvement, or repair.	Our school was built in the 1900's and has not undergone any major renovations other than the capital improvements which were completed five years ago. Although our building appears to be in very good shape, it has significant improvement needs including but not limited to; functional playground area for rescess and full school day plan, carpet and tiles that needs replacing, painting needs through the building, airconditioning in classrooms, upgrades to boiler system, etc.
4	Optional	
5	Optional	

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2012-2014 Continuous Improvement Work Plan

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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
Continue to Improve ELA and math performance for students of all performance levels as evidenced by various measures including NWEA, STAR and Performance Assessments. A Focus will be placed on the improvement of teaching and learning through the use of applicable technology for instruction, learning activities, and development of 21st century skills.	Implementation of Common Core Curriculum standards will yield the following: • Student Growth Percentile on NWEA and STAR assessments will be in the 80th percentile or better in June 2013 for both ELA and Math • At least 50% of students not meeting reading expectations in September will have experienced more than one

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Consistent analysis of student performance data (DRA, EDM, etc.) to quickly identify students needing additional support or enrichment experiences	ILT/ Teacher Teams	All	Teachers, ILT Team, instructional coach, principal	On-going			
Explicit intervention and enrichment blocks built into each grade-level schedule to support and enrich student learning	Instruction	All	Teachers, instructional aides, principal	Quarter 1			
Continue enrichment programs to provide additional challenging learning experiences for students. Use of community volunteers and college tutors to acchieve this outcome will be incorporated	After School/ Extended Day	All	Teachers, principal	Summer 2012			
Research ways to provide consistent enrichment experiences for our higher achieving students in ELA	ILT/ Teacher Teams	All	teachers, ILT principal	On-going			
Develop ELA and math programs that parents can access to support our home/school partnership and improve student learning (i.e. Math Nights, Family Reading, summer 'math list', Step up Programs etc.	ILT/ Teacher Teams	All	Local School Council, teachers, principal	On-going			
Facilitate teachers' participation in professional development activities related to using interactive technologies in classrooms to deliver engaging instruction in ELA and Math	Professional Development	All	Teachers, principal	Summer 2012			

Strategic Priority 1

Devote staff meeting and grade-level meeting time for teacher collaboration around technology implementation in classroom instruction and learning	ILT/ Teacher Teams	All	teachers, ILT principal	On-going			
Committ funds to the purchase of additional technology and increase availability in classrooms	Equipment/ Technology	All	principal, LSC	Summer 2012			
Committt funds to the purchase of instructional supplies	Supplies	All	principal, LSC	On-going			

Strategic Priority 2

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

Strategic Priority Description	Rationale
Continue to improve our learning environment by continuing to build upon our strong school culture by focusing on positive interaction between all members of our school community so that we have a community that is respectful, kind, caring, and empathetic towards one another and free of student misconduct.	The focus on positive behavior through various behavioral interventions warrants our continued effort and focus on what we can do as a school community to prevent inappropriate student conduct from taking place in our school. Our focus continues to be on developing students who are kind, respectful, caring, and empathetic towards others which will contribute towards positive behaviors.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All School Meeting focus on positive behavior interactions including a school-wide Book of the Month shared read and discussion, school motto, and student-led sharing of anti-bullying messages	Other	All	Students, teachers, Assistant Principal	Summer 2012			
Continue celebration and recognition of community members' demonstration of Core Values in Action during morning announcements, All School Meetings, personal conversations, and personal notes sent home.	Other	All	Students, secretary, principal	On-going			
Create and publish a Family Survey soliciting feedback on our school culture, student behavior, bullying prevention initiatives, and community involvement	Parental Involvement	All	Principal	Quarter 2			
Develop and share strategies to empower students to respond to conflict and to prevent inappropriate student conduct	Other	All	Students, teachers, Assistant Principal	On-going			
Continue celebration and recognition of students with perfect attendance and	Parental Involvement	All	Students, secretary, principal	On-going			

Strategic Priority 2

Continue celebration and recognition of school community members' demonstration of Core Values in Action through beginning and end of year incentive programs and events	Parental Involvement	All	Students, teachers, Principal	On-going			
Students and staff will facilitate and participate in various community service projects to benefit and serve our community	Other	All	Students, teachers, Principal	On-going			
Develop partenrships with local community centers to expose students to optional learning resources and social opportunities	Instruction	All	Students, teachers, Principal	Summer 2012			

2012-2014 Continuous Improvement Work Plan

Fernwood Elementary School

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
Continue to improve our school environment by identifying our facility needs and advocating for their maintenance, improvement, or repair.	Our school was built in the 1900's and has not undergone any major renovations other than the capital improvements which were completed five years ago. Although our building appears to be in very good shape, it has significant improvement needs including but not limited to; functional playground area for rescess and full school day plan, carpet and tiles that needs replacing, painting needs through the building, airconditioning in

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reconvene the Sub-Committee of our Local School Council to identify facilities maintenance and repair needs including painting, playground, replacing carpets and tiles throughout, and researching the feasibility of building installing airconditioning units in classrooms	LSC/ PAC/ PTA	Not Applicable	LSC Principal	Summer 2012			
Work directly with the portfolio manager to prioritize maintenance, improvements, and repairs to our building and ground	Other	Not Applicable	Principal	On-going			
When possible, utilize community resources, such as parent volunteers, to address some of the maintenance and repair needs including painting and yard maintenance, etc	Other	Not Applicable	LSC Principal	On-going			
Commmit funds to purchase supplies to perform upgrades to our classrooms which can be completed by engineer, staff volunteers and community volunteers.	Supplies	Not Applicable	LSC Principal	Summer 2012			

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Fernwood Elementary School

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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

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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