



2012-2014 Continuous Improvement Work Plan

Eugene Field Elementary School

Ravenswood-Ridge Elementary Network

7019 N Ashland Ave Chicago, IL 60626

ISBE ID: 150162990252203

School ID: 609918

Oracle ID: 23211



Mission Statement

We will align our efforts with the Common Core Standards to provide rigorous, accelerated, enriched and differentiated instruction with emphasis on the development of critical thinking and 21st century skills for all students to ensure they are college and career ready.

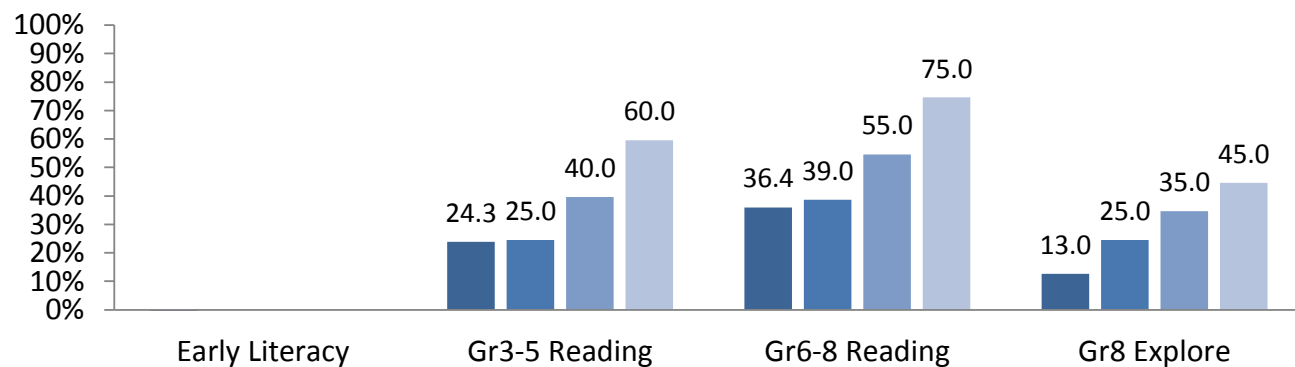
Strategic Priorities

1. Build highly effective collaborative teams.
2. Build teacher's capacity to make instructional decisions based on data.
3. Build teacher's capacity to create performance assessments and tasks that are complex.
4. Build teacher's capacity to use multiple forms of student data and develop common language about data sets.

School Performance Goals

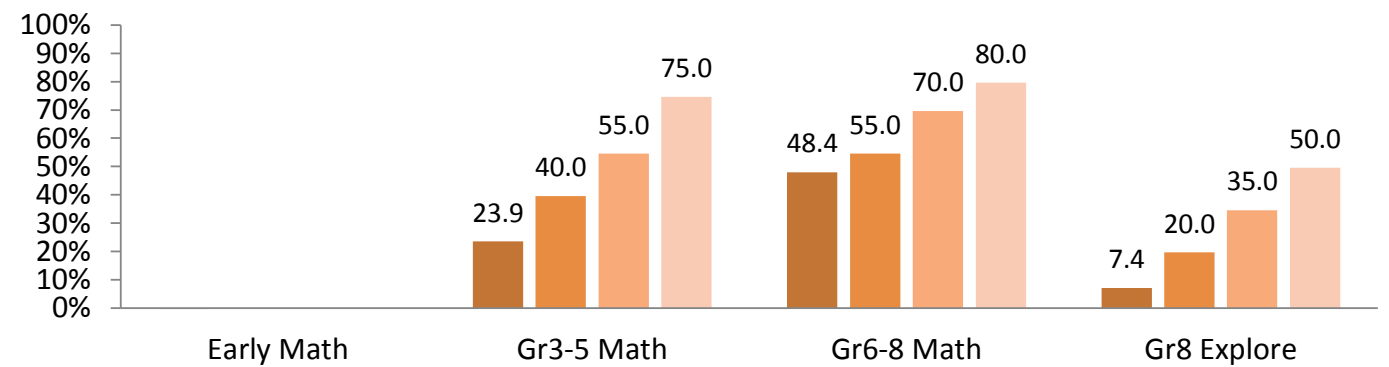
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Eugene Field 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
Brian Metcalf	Principal
Maria Perryman	Assistant Principal
Katherine Campbell	Lead/ Resource Teacher
Amy Costello	Classroom Teacher
Nataliya Riordan	LSC Member
Cecilia Nadjowski	ELL Teacher
Michelle Abello	Special Education Faculty
Shamolia James	Parent/ Guardian
Martha Garcia	Parent/ Guardian
Erica Stringfellow	Classroom Teacher
Mary Theodosopolous	Counselor/Case Manager
Saul Rodriguez	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	NDA					Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.3	25.0	40.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	23.9	40.0	55.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.4	59.0	75.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	51.4	66.0	75.0	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.4	39.0	55.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	48.4	55.0	70.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.2	58.0	75.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.3	65.0	80.0	90.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	13.0	25.0	35.0	45.0		Explore - Math % of students at college readiness benchmark	7.4	20.0	35.0	50.0



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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.8	97.0	98.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	10.0	7.0	5.0	3.0

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	56.7	65.0	75.0	85.0		ISAT - Reading % of students exceeding state standards	7.9	15.0	25.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	65.7	75.0	85.0	95.0		ISAT - Mathematics % of students exceeding state standards	9.8	15.0	25.0	35.0
ISAT - Science % of students meeting or exceeding state standards	55.8	65.0	75.0	85.0		ISAT - Science % of students exceeding state standards	3.4	10.0	20.0	30.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The teachers consistently analyze data weekly in grade level meeting and curriculum meetings. Teachers attended professional development on how to teach ELL learners who have flatlined while other groups continue some movement. Teachers create action plans for specific students who show a lose of growth. A clear theory of action is posted throughout the school and discussed with the students in every class. Grade level meetings and curriculum meetings are held with the school theory of action at the core of what drives the discussions.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Teachers are asked and surveyed about what their needs are for professional development. Science Teachers attended a national science conference, Math teachers attended a national math conference, Special Education teachers attended a national conference, Bilingual teachers are attending a dual immersion conference. Principal attends every grade level meeting to lead teachers in identifying grade level priorities and creating plan and then monitors implementation on a daily basis. Additionally the principal consistently works with the staff in determining goals and plans for improvement through observations, grade level meetings and open communication with the entire staff weekly.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are given the opportunity to share their learning and teaching practice at weekly grade level meetings, vertical planning meetings twice a month. Teachers are involved in helping each other improve instructional strategies through monthly instructional rounds and debrief sessions. Staff is involved in a wide variety of leadership roles including: ILT, RTI, CWIP team, Grant Writing, Coaching, Union Representative.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT has at least 1 teacher per grade level, ancillary staff, bilingual staff, special education staff and counselor. The team meets to evaluate teacher's assessment and instruction during monthly meetings and instructional rounds. School priorities are developed from these meetings. ILT members distribute information to the rest of the staff in grade level meetings and via email communication. The ILT frequently will survey staff to assist with decision making and instructional priorities. The ILT begins each meeting with establishing rules and expectations and professional discourse about previous meetings. The ILT meets to discuss teacher created assessments as well as SCANTRON data and review teacher created action plans for students that appear to fall behind.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Teachers created clear rules and expectations for analyzing school data and developed a set of norms that are used in every meeting. A rubric was created by teachers that assist with grading assessments and class assignments so there is a common language throughout the building. In reporting the minutes to the entire school, teachers have to identify next steps which sometimes require a shift in focus or what is needed not only for teachers but students as well.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers meet in the summer to develop curriculum maps. Teachers were recently asked by the principal to send new curriculum maps with the things that were covered and what teachers expect to cover for the remaining 6 weeks. Teachers in each grade level share curriculum maps and lesson plans with the entire grade level and adjustments are made to those to meet the needs of ELL's and students with disabilities on a bi-weekly basis. More long term supports are needed to meet the needs of English-language learners. Supports in place for students with disabilities include alternate assessments. Teachers created and distributed rubrics to every teacher that identifies text complexity.</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>Instructional material curriculum sets are complete with all components. The current curriculum is aligned to Common Core State Standards and Illinois State Standards. Hartcourt Reading series comes with Villa Cuentos to use with ELL students. Teachers have access to a reading room with a wide range of text and supplemental materials that are for every ability level. There are approximately over 600 books in this collection.</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>Student data is available and shared in a reasonable time period. The ILT has created a school wide portfolio of data for every teacher. This includes SCANTRON and will include ISAT data along with action plans for struggling students. The ILT looks at teacher created assessments every two weeks and uses a school wide developed rubric to score the assessment and provide feedback to the teachers. Teachers are encouraged and expected to use various types of assessments to address the needs of ELL students and students with disabilities. Teachers are expected to share the data results with students which includes posting results in high traffic areas of the classroom and students are assigned numbers for privacy.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Some teachers are using questioning techniques on a consistent basis with their students. Teachers are moving away from whole group instruction to more small group and flexible group instruction based on specific needs of students. Formative assessments are used on a consistent basis by all teachers</p>	

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	Typical School	Effective School	Evidence	Evaluation
	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>Some teachers are using questioning techniques on a consistent basis with their students. Teachers are moving away from whole group instruction to more small group and flexible group instruction based on specific needs of students. Formative assessments are used on a consistent basis by all teachers.</p>	
Professional Learning	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school has focused professional development related to school wide priorities of using student work and data to shape our instructional practice. Professional development includes specific analysis of students data and strategies for improvement. Success is closely monitored by further professional development and at weekly grade level meetings. The administration surveys teachers to ensure the professional development is relevant to teachers. Teachers are always given opportunities to present at staff development meetings. 90% of teachers have attended subject specific and curriculum specific conferences and five teachers have attended network meetings. Teachers throughout the year have</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<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. 	<p>Teachers meet weekly at grade level times to discuss progress monitoring. The principal along with Ms. Campbell attends every grade level meeting to provide guidance and focus to our discussions. The principal provides a weekly agenda for topic to be discussed and items for each teacher to bring for weekly grade level meetings. Curriculum meetings occur twice a month. Specific protocols are given to guide the discussion and a member of the ILT attends each curriculum meeting.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Administration provides support for new teachers through professional development. Peer observations and cross classroom visits are required once a month during grade level meeting times. Ms. Campbell models and visits teachers and provides strategies in the area of math and science. Each teacher of Math and Science is visited once a week. Mr. Metcalf is in every room a minimum of 3 times a week and teachers are given feedback using Praise Question Suggestion form PQS. Teachers must implement suggestions to improve instruction and this is monitored the next day by Mr. Metcalf. Mrs. Perryman is in classrooms and models Lucy Caulkins with the staff and in classrooms. Teachers are expected to keep their own writing journals which is checked by Mrs. Perryman. Feedback in the form of conversations happen at least three times a month. 90% of teachers have attended content specific conferences outside of the school paid for the the school</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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>Every teacher addressed their class on the college and career standards and discussed what this means. Every teacher is using the college and career standards in their lesson plans. The ILT looks at student work samples monthly to determine the complexity of the task and see if it aligns to CCSS. Student Council is very active in making decisions and polling their peers to bring to the principal. Before and After-School Enrichment activities for students were based on the survey students completed. The school has partnered with 3 Universities to speak to students about college.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Students are able to see the counselor, social worker, and administration who all have an open door policy. Field received the Rogers Park Counseling Grant and intentional group counseling occurs three days a week by C4. Students with disabilities are included in a general education homeroom at every level. Students with disabilities attend field trips with their peers and participate in talent shows, school assemblies and sports teams. The school has hosted numerous culturally diverse assemblies including Dia del ninos, Black History, Dia de los madres and translators are used to translate speeches and programs are in our two most dominate languages. Assemblies included dances from our Nepalise students, African Dances, Mexican Mariachis and dances to demonstrate inclusion</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The teachers along with the administration developed a three step approach to discipline referrals. The school weekly announces and post pictures of star students on a bulletin board outside of the main office. Star students are taken on quaterly trips to celebrate positive behaviors. Students are asked to write reflective essays which ask students to identify what they could have done different to resolve a conflict.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal in conjunction with the teachers and staff work to consistently to establish an effective way of communicating such as new website, flyers and posting information on the school marquee. The school hosted it's first annual open house where teachers shared with parents the expectation and curriculum for each grade level and provided parents with ways of communicating with every teacher. Middle school families were invited to an annual high school fair in which 6 selective enrollement high schools attended and our neighborhood high attended to talk about entry requirements. Teachers are required to notify parents by phone and letter if a student falls below a C in any class. SCANTRON student reports are sent home after each administration.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Every teacher calls and notifies parents if grades fall below a "C". In benchmark grades 6th and 8th, if there is a danger of failing any marking period, the administration calls home to parent to provide solutions and work with teachers and families to ensure student success. Families are asked during every conferences about changes in a students environment to help staff to better understand student and their needs.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The principal has an open door policy with parents and community to address concerns and works to resolve those issues in a 24 hour process process. The school offers GED courses in Spanish and English, Constitution classes which all include childcare for families who have children. We have 58 parents who participate in a 26 week Zumba aerobic class that happens every Saturday which began in March and ends in August. The school has had luncheons for honor roll students for three quaters where families eat with the administration and teachers. The schools has offered a total of 5 performances this school year where families were invited to see students perform</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	C4 counseling agency provides services to families and students. This service is available 3 days a weeks. Centro Romero provides classes for parents and SGA coordinator provides leads on social service agencies based on families needs. Calls are made to students and families that the school has identified to be in crisis.	
	College & Career Exploration and election ----->			4
	<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. 	The 7th and 8th grade students attended a field trip to DePaul University as well as North Park College to take a college tour and discuss financial aid, course selection, entrance requirements as well as, campus life. A career fair is hosted where speakers from major companies such as "Boeing" "Mayor's Office of People with	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	The school has included the comprehensive gifted curriculum for grades 4 and 5 and will build in consecutive years to prepare students for advanced placement courses. The school has included "Algebra" in its plans for next academic year for 8th graders. The school has identified experts in various fields to come to speak schoolwide. There are a range of career speakers from Accountants, Black Fireman Association, Restaurant owner of Heartland Cafe in the neighborhood to talk entrepreneurship.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The school has a chemistry club, robotics club, art club, taekwondo class, yoga class, chior, guitar club, dance club, book club in addition to 6 sports all programs go throughout the year. Young Mens and Womens group provides community service projects for students		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>8th grade students are enrolled in an Explore Exam class to prepare for this test. SCANTRON is given at every level in the school and results are shared with every child. Students with highest gains and highest scores are given a certificate along with a \$50 gift card. During ISAT testing in order to ensure 100% participation, the</p>	
	College & Career Admissions and Affordability ----->			2
	<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. 	<p>The school has hosted information night for families in middle school to talk about high school and what it takes to enroll and be successful in college. The teachers along with administration talked about the process and resources available to support families.</p>	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school hosted an informational meeting for middle school students and high school fair that discussed the application process a total of 6 high school counselors attended. We facilitated on-site registration for students and our neighborhood high school. 3rd graders from New Field spend a few hours at Field to tour the building and meet teachers. The music department puts on a small performance for these students.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The school used monies for the 21st century grant to provide programs that focused on skill specific priorities at every grade level. There were a total of 10 classes held before or after school. There is a grant writing team that assists the administration with writing grants. Through this process we have been awarded over 5 grants totaling \$150,000. The school partners with community agencies such as greenleaf arts centers and theatre companies to provide extentions of the day.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Every hire is conducted by a team of teachers that include the grade level and content experts. 5 of the 7 hires where done during the summer and so demo lessons with actual students were not an option. The two hires that happened during the school year all candidates were asked to teach a lesson to the class they would be taking over. There are always multi-steps which include, meeting with the Assistant Principal, the princiapal, and finally the interviewing team. The team changes based on subject matter. All interview focus on the candidate's expertise, philosophy, and commitment to Field School. In our 21st Century Communities School grant, preference was given to parents that volunteered in the school.</p>	
Use of Time ----->			3	
	<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>The school looks at students needs to structure classrooms so that interventions can be consistent with student needs. The school in addition to grade level meetings and curriculum meetings have provide paid time for teachers to meet 4 times this academic year to plan. Struggling students recieve interventions during class with the assistance of resource teachers and classroom aides. Additional intervention blocks are provide before and after school based on the students needs.</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 will align our efforts with the Common Core Standards to provide rigorous, accelerated, enriched and differentiated instruction with emphasis on the development of critical thinking and 21st century skills for all students to ensure they are college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Build highly effective collaborative teams.	This will build teachers ability to analyze data in a meaningful way.
2	Build teacher's capacity to make instructional decisions based on data.	This will shape teachers ability to use best practice to address student needs and push higher performing students and improve student success at every level.
3	Build teacher's capacity to create performance assessments and tasks that are complex.	This will prepare students for common core state standards and develop critical thinking skills.
4	Build teacher's capacity to use multiple forms of student data and develop common language about data sets.	This will increase the accuracy of student data gathered and build teacher collaboration around data.
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
Build highly effective collaborative teams.	This will build teachers ability to analyze data in a meaningful way.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The ILT will clearly define a collaborative structure	ILT/ Teacher Teams	Not Applicable	Principal and ILT	Summer 2012	On-going		
There will be a fair rubric created to assess student work and other forms of data.	ILT/ Teacher Teams	Not Applicable	Principal and ILT	Summer 2012	On-going		
Teachers will continue to use rounds as a way to build collaboration.	Instruction	Not Applicable	Teachers	Quarter 1	On-going		
Begin professional reading group on collaboration.	ILT/ Teacher Teams	Not Applicable	Principal and ILT	Summer 2012	On-going		
Full departmentalization of Science across every grade.	Instruction	All	Principal	Summer 2012	On-going		
Allow teachers to attend other schools with great collaborative structures.	ILT/ Teacher Teams	Not Applicable	Principal and ILT	Quarter 1	On-going		



Strategic Priority 1



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
Build teacher's capacity to make instructional decisions based on data.	This will shape teachers ability to use best practice to address student needs and push higher performing students and improve student success at every level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use data to target interventions and close the gap between ELL students and general education students.	Instruction	English Language Learners	Teachers	Summer 2012	On-going		
Improve Science scores by fully departmentalizing science.	Instruction	All	Principal and Teachers	Summer 2012	On-going		
Providing Strategies to teach ELL students	Professional Development	English Language Learners	Principal and ILT	Summer 2012	On-going		
Use data to target interventions and close the gap between reading and math.	Instruction	All	Principal and Teachers	Summer 2012	On-going		
Intense Professional Development on NWEA	Professional Development	All	Principal and ILT	Summer 2012	On-going		
Create data wall by visiting Disney Magnet School	Professional Development	Not Applicable	Principal and ILT	Summer 2012	On-going		
Implement literature circles in every classroom based on school and district assessments.	Instruction	All	Teachers	Quarter 1	On-going		



Strategic Priority 2



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
Build teacher's capacity to create performance assessments and tasks that are complex.	This will prepare students for common core state standards and develop critical thinking skills.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Strategically unpack Common Core Standards	ILT/ Teacher Teams	All	Principal and ILT	On-going	On-going		
Provide staff development for performance assessment expectations	ILT/ Teacher Teams	Not Applicable	Principal	On-going	On-going		
Review student work in grade level teams using task complexity rubric	ILT/ Teacher Teams	Not Applicable	Teachers	On-going	On-going		
Teachers identify performance assessment opportunities in curriculum maps	ILT/ Teacher Teams	Not Applicable	Teachers	On-going	On-going		



Strategic Priority 3

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Strategic Priority 4

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