CIWP

2012-2014 Continuous Improvement Work Plan

Asa Philip Randolph Elementary School

Englewood-Gresham Elementary Network

7316 S Hoyne Ave Chicago, IL 60636

ISBE ID: 150162990252807

School ID: 609941

Oracle ID: 29111

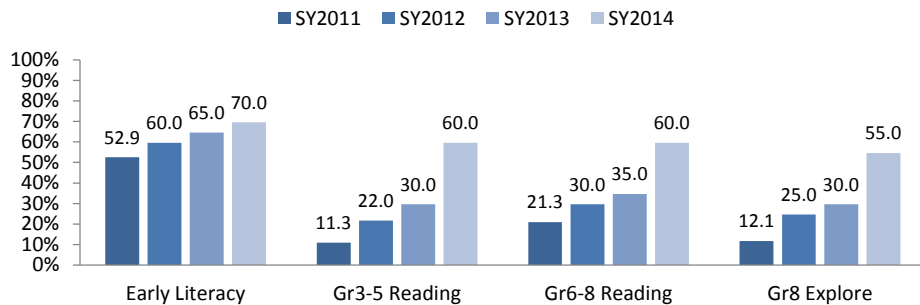CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Randolph's mission is to inspire every student to think critically, to learn, to achieve at high academic levels, and to care. We offer a challenging, differentiated curriculum that integrates literacy and technology and addresses the social and intellectual needs of all students, enabling them to become college and career ready and as a result, productive leaders in an every changing society.
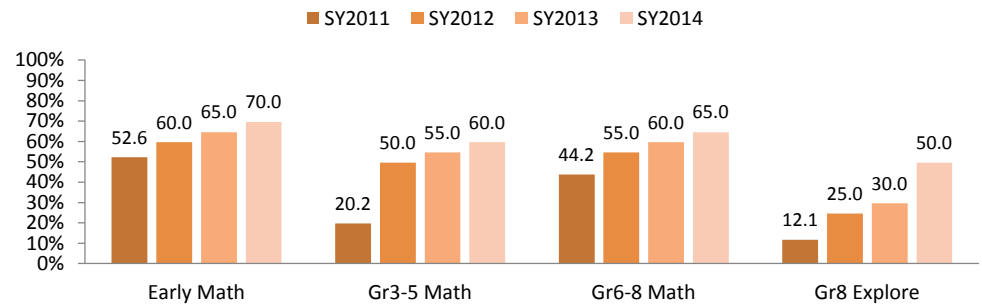
Strategic Priorities

1. Create a technology plan that Increases the amount and type of technology and the frequency of its use. This plan would focus on how best to use technology to address Common Core initiatives.

2. Create of a continuous improvement cycle focused on school climate and culture. The goal is to develop a climate and culture that is respectful, maximizes student potential and classroom instruction time, and provides for the needs of all students. The climate should be welcoming to students, parents, and all guests.

3. Build a professional learning community that collaborates on the implementation of Common Core Literacy and Math initiatives.

4. Develop a school calendar and schedule that supports the implementation of a longer school day and school year.

5. Focus on the quality of instruction by using the REACH.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	52.9	60.0	65.0	70.0
Gr3-5 Reading	11.3	22.0	30.0	60.0
Gr6-8 Reading	21.3	30.0	35.0	60.0
Gr8 Explore	12.1	25.0	30.0	55.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	52.6	60.0	65.0	70.0
Gr3-5 Math	20.2	50.0	55.0	60.0
Gr6-8 Math	44.2	55.0	60.0	65.0
Gr8 Explore	12.1	25.0	30.0	50.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Asa Philip Randolph 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
Michelle Smith	Principal
Dawn Dugan	Classroom Teacher
Ayanna Mitchell	Lead/ Resource Teacher
TaraShaun Cain	Classroom Teacher
Keviyona Smith-Ray	Classroom Teacher
Charmaine Davis-Williams	Classroom Teacher
Alicia Edwards-Moore	Counselor/Case Manager
Kimberly Gibson	Classroom Teacher
Mary Killian	Classroom Teacher
Twaundella Taylor	LSC Member

CIWP

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	52.9	60.0	65.0	70.0	**Early Math** % of students at Benchmark on mClass	52.6	60.0	65.0	70.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	11.3	22.0	30.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	20.2	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.1	60.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.1	60.0	65.0	70.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.3	30.0	35.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.2	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.8	70.0	75.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	63.0	70.0	75.0	80.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	12.1	25.0	30.0	55.0	**Explore - Math** % of students at college readiness benchmark	12.1	25.0	30.0	50.0

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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	92.1	94.0	95.0	96.0		Misconducts Rate of Misconducts (any) per 100	43.5	35.0	30.0	25.0

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	53.2	60.0	65.0	70.0		ISAT - Reading % of students exceeding state standards	4.5	6.0	10.0	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	67.2	72.0	75.0	80.0		ISAT - Mathematics % of students exceeding state standards	13.8	20.0	25.0	30.0
ISAT - Science % of students meeting or exceeding state standards	65.7	59.0	65.0	70.0		ISAT - Science % of students exceeding state standards	5.2	0.0	10.0	15.0

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*	-->		**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	At the beginning of each school year, we outline our goals for the year. The goals are based solely on data. We review school level data, grade level data, overall classroom data nad individual student data. We look at every student and their progress the previous year and then develop a goal for the current year. Throughout the year, the goal is adjusted based on academic progress. While we create goals, we've not had conversations that focus on college and career readiness. Our keys levers from the Theory of Action dealt with implementing reading best practices. As a result, we have continued to implement a Balanced Literacy Approach to Reading and created maps and units for both Reading and Math.	
	Principal Leadership	-->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal does the following: Ensures that staff are kept abreast of changes nationally; creates a school newsletter; conducts classroom observations and consistently monitors school, grade level and student data; principal also encourages teachers and staff to conduct parent meetings that ensure that parents are armed with strategies to assist their students. Principal provides professional development to help teachers understand best practice; principal works with teachers to help them develop student goals	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	Randolph has all the characteristics of a typical school. While all teachers are welcomed and encouraged to participate on committees, the only way to ensure that their voice is heard is to have discussions during grade level meetings. There is a core group of teachers that are members of the ILT, who also are instrumental in assisting in making most decisions.	

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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	The ILT does represent every grade level but middle school has more representation than other grades. The ILT does not solve day to day concerns unless it is specifically about the students in their class. Most of the conversations and discussions are about instruction, assessment, and how to improve the climate and culture of the school. In the past, the ILT was instrumental in planning and executing PD. Mostly, the ILT determines the pulse of the staff as it relates to instruction, student discipline, and assessment. Then we engage in conversation about what needs to be changed and how it is to be changed.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Our team is great at analyzing the data and creating plans to address it. This is done with every academic teacher. We create small groups based on student need. These groups are adjusted consistently based on the data.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum*** -->			**2**
	• 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.	Each grade level team is engaged in a conversation about scope and sequence. The book publishers don't determine this. The staff engages in standards based conversations that then dictate what is to be taught and when it should be taught. Several times this year, maps were created and then revised. Because text complexity is rather new, we are just beginning to have these conversations.	
	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).	Each grade level team uses a Balanced Literacy approach. To support this, we purchase classroom libraries, Making Meaning for Comprehension, Being a Writer for writing instruction. Students with disabilities use the same instructional materials as their grade level counterparts.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Data is immediately available to teachers after an assessment. School wide assessments are scored and reports are given to teachers in 24 hrs. or less. Data is discussed in school wide meetings and in grade level meetings. In addition, student work is brought to grade level meeting and discussed to determine rigor and relevance. We have a range of assessments. In addition to district wide assessments, we administer BAS three times per year, ISAT test maker after a skill is taught to mastery, and Measuring Up Live every 6 weeks.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		2
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Randolph is a mixed bag when it comes to instruction. There are teachers who daily communicate objectives, use high and low level questioning, purposefully sequences and aligns objectives, scaffolds instruction, and use formative assessment. On the other hand, we have teachers who post objectives but don't communicate them, ask low level questions, and only follow the curriculum without attention to sequencing or assessment.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	While we offer several different assessments, besides BAS, none of them help us determine targeted interventions. We have created phonics assessments that are used with primary students to help us determine exactly what needs work. We hired a retired teacher and 2 parent workers to provide small group instruction to primary students who struggle with phonics, letter recognition, and beginning reading. In addition, at the middle school level, we offer a double block of reading and math. Teachers provide interventions in class. Small group review is common in classrooms at Randolph Elementary School.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	We begin each year with a focus and plan for Professional Development. During the year, the plan changes to fit the most immediate staff needs or the changes in district priorities. There is no method in place for continually monitoring the effectivenes sof the PD.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	The focus of grade level changes weekly. Teachers do have regular opportunities to discuss progress montiroing and track the effectiveness of teaching strategies. There are occasionally meeting agendas but no protocols or norms for discussion. Our teams do include SPED teachers and grade level teams do take ownership for all students in their grade. The Principal is the only support for grade level meetings.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching takes place through formal and informal associations. Teachers who get the most support usually seek the support. New teachers get formal support and informal support although most support comes from the district sponsored programs.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• 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	Teachers expectations vary as evidenced by quality of work assigned to students and assessment data. We have not placed a focus on college through out the school. We have career fairs for middle school students, we organize college days where students and teachers where college attire, and we even take our 8th grade students to visit colleges. The next step is to include primary and intermediate students in the college activities.	
	Relationships	-->		**3**
	• 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.	Our school wide strategy is to alter behavior by having the right conversations with students and their families. Based on our suspension rate, we may need to alter our approach for some of our students. Most teachers at Randolph are respectful even when a student is disrespectful. As for SPED students, our LRE data shows that most of our students are integrated with their age appropriate peers several times during the school day for both academic classes and prep classes. Our sports roster shows that many SPED students participate on sports teams.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	There is an inconsistent handling of violations of school policies. One teacher may ask for a student to be removed from class for a short period of time, another may ask for a parent conference. There are days when the learning environment is seriously disrupted by student discipline issues.	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**2**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	We provide parents and students with a course outline, grading scale, and list of rules at the beginning of the school year. We review the grading policy several times a year with students in grades 3, 6, and 8.	
Ongoing communication	-->		**2**
• 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.	Most calls that parents receive from Randolph Elementary School are related to student misbehavior. In some cases, parents are informed about academic concerns. We do host workshops during the school year that give parents hands on activities and ideas on how to support their child academically. Currently, we don't have a system in place that supports ongoing two-way communication.	
Bonding	-->		**2**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	While we do have awards events and assemblies, Randolph still has a business like atmosphere. Parents are more spectators than actively engaged in authentic learning activities.	

DIMENSION 5: Family and Community Engagement

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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	--->		**3**
• 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.	Randolph uses any and all members of the staff to help us with family outreach. Our social worker regularly provides referrals to families in need of social services. Our security guard and school counselor visit homes to help us determine how to best help a family that we think is in need. We recently hired a part time social worker to help us help families.	
College & Career Exploration and election	--->		**2**
• 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.	We host college days when students and staff wear college attire. In addition, we have a career day where middle school students are exposed to speakers who work in a variety of professions. Eighth grades students, as a part of their 8th grade activities, usually visit one of the colleges in Chicago.	
Academic Planning	--->		**2**
• 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.	We offer Algebra to 8th graders to begin their preparation for college. In addition, some teachers require students to research a college of their choice. This is not yet a school wide activity.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Randolph offers a large array of sports activities. In addition to basketball, cheerleading, flag football, and volleyball, we also offer softball, tennis, track, and wrestling. We have a relationship with the park district. As a result, we have offered arts & crafts and dance.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	All of our 8th grade students participate in the Explore test. As a part of this assessment, students are given an interest inventory that helps kids connect their area of interest with careers.	
	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.		
	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.	While we have worked with the feeder high school on transition activities, there is no real transition plan at Randolph for any grade other than 8th grade.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		3
DIMENSION 7: Resource Alignment	• 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.	All funds that are expended are directly related to an identified need. For example, because Reading has been an area of concern, most of our discretionary dollars have been allocated to this content area. We have also purchased additional technology to support Reading instruction. We sought a relationship with "Communities In Schools." This partnership allows our students to take advantage of free performances (at school and other locations), free eye glasses, and free dental work.	
	Building a Team	-->		3
	• 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.	A mulit-step interview protocol is in place for teachers hired at Randolph Elementary School. Members of the staff are invited to assist in selecting new hires. Much attention is given to the needs of the students when selecting new hires. We review our current staff's areas of strength and student data to decide the characteristics the right candidate should posess.	
	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.	Our schedule is created with the intention of providing common planning time for teachers of the same grade level. When the schedule is created, much attention is given to maximizing the time needed for the middle school content area blocks. This year, interventions are provided, but only for students in grades 1-3.	

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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

Randolph's mission is to inspire every student to think critically, to learn, to achieve at high academic levels, and to care. We offer a challenging, differentiated curriculum that integrates literacy and technology and addresses the social and intellectual needs of all students, enabling them to become college and career ready and as a result, productive leaders in an every changing society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Create a technology plan that Increases the amount and type of technology and the frequency of its use. This plan would focus on how best to use technology to address Common Core initiatives.	As common core quickly approaches, 4th graders are expected to keyboard an entire page in a few minutes. This means that we need to have technology taught as a separate class and as a part of daily classroom instruction. Currently, only primary classrooms have computers available for use in the classroom and there is no technology class or instructor.
2	Create of a continuous improvement cycle focused on school climate and culture. The goal is to develop a climate and culture that is respectful, maximizes student potential and classroom instruction time, and provides for the needs of all students. The climate should be welcoming to students, parents, and all guests.	Based on our suspension rate and the amount of lost instructional time due to discipline issues, we need to focus our energy on creating a climate that fosters positive behaviors.
3	Build a professional learning community that collaborates on the implementation of Common Core Literacy and Math initiatives.	Based on our current academic progress, we need to focus intensely on Common Core. In particular, we need Literacy training on Close strategies, and text complexity. This will be a priority for the upcoming school year.
4	Develop a school calendar and schedule that supports the implementation of a longer school day and school year.	This additional time during the school day allows for extended Science lessons and the implementation of Social Studies as a stand alone subject and as a part of English Language Arts. The full school day will also allow for weekly professional development for teachers. The additional time will assist Randolph in ensuring that every student is college and career ready.

| 5 | Focus on the quality of instruction by using the REACH. | What students learn and how they learn it is the heart of education. To ensure that teachers are growing in their instructional practice, we will implement a new system of teacher evaluation. This evaluation will be coupled with specific examples of what classroom instruction should look like at the various rubric levels. When teachers grow in their practice, students are more likely to be college and career ready. |

2012-2014 Continuous Improvement Work Plan

Asa Philip Randolph Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

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

Strategic Priority Description	Rationale
Create a technology plan that Increases the amount and type of technology and the frequency of its use. This plan would focus on how best to use technology to address Common Core initiatives.	As common core quickly approaches, 4th graders are expected to keyboard an entire page in a few minutes. This means that we need to have technology taught as a separate class and as a part of daily classroom instruction. Currently, only primary classrooms have computers available for use in the classroom and there is no technology class or instructor.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Technology Teacher is hired by August 6, 2012	Other	Not Applicable	Principal/ILT	Summer 2012	Summer 2012		Hiring a technology teacher is the first step to ensuring technology implementation and increasing its use.
A part-time Computer Technician is hired by August 6, 2012	Other	Not Applicable	Principal/ILT	Summer 2012	Summer 2012		The computer technician must be hired during the Summer to provide guidance on what technology to purchase. This person will work closely with the technology teacher. In addition, this person is responsible for maintaining all technology.
A new computer lab with 30 computers is purchased and 10 new LCD projectors by August 6, 2012. The lab will be ready for student use by Monday, August 13th.	Other	Not Applicable	Computer Technician /Technology Teacher	Summer 2012	Summer 2012	Completed	The new computer lab will be functioning by Monday, August 13th.

Date Stamp November 22, 2012

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
Create of a continuous improvement cycle focused on school climate and culture. The goal is to develop a climate and culture that is respectful, maximizes student potential and classroom instruction time, and provides for the needs of all students. The climate should be welcoming to students, parents, and all guests.	Based on our suspension rate and the amount of lost instructional time due to discipline issues, we need to focus our energy on creating a climate that fosters positive behaviors.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Furniture will be purchased for the front entry hallway by by July 16th. Furniture will be set up by August 13, 2012.	Other	Not Applicable	Principal	Summer 2012	Summer 2012		As a way to make Randolph more welcoming, we will had some furntiure for guests to sit on in the front entry hallway.
Parent workers will be hired for recess by Monday, August 6, 2012. Parents will be trained by Monday, August 13th.	Other	Not Applicable	Principal/Asst. Principal	Summer 2012	Summer 2012		TO ensure that we have an order climate throughout the school day, we are hiring parents to assist with recess. This ensures that students get the needed exercise and are safe as well.
A new school wide success plan will be created by July 23rd, All staff will receive implementation training by Monday, August 13th. Once the plan is implemented, referrals and discplinary infractions should decrease by 10% per month.	Other	All	All teachers and administration	Summer 2012	Summer 2012		To ensure that we are consistent with rewards and consequences, the entire staff will engage in the process of creating a student behavioral success plan.
A Youth Guidance Social Worker will be hired to work with students who are sent to the office for minor infractions. This person will be hired by August 6, 2012. The hiring of this individual should help discipline infractions decrease by 10% per month.	Other	All	Principal	Summer 2012	Summer 2012		To ensure that students have someone to assist them with talking out their concerns, we are hiring a Social Work consultant.
A climate team will be developed by July 9th to develop a plan for the implementation and training of staff on the Student Success Plan.	Other	Not Applicable	Principal	Summer 2012	On-going		This team will meet monthly to review discipline data, frequency of incentives, etc. and determine next steps.

Strategic Priority 2

Asa Philip Randolph 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
Build a professional learning community that collaborates on the implementation of Common Core Literacy and Math initiatives.	Based on our current academic progress, we need to focus intensely on Common Core. In particular, we need Literacy training on Close strategies, and text complexity. This will be a priority for the upcoming school year.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase common core exemplar texts and/or texts that are considered complex by August 27th for students in Grades K-8.	Instructional Materials	All	ILT	Summer 2012	On-going		
Identify and Hire a consultant to provide PD once per month in Reading that addresses Common Core reading strategies and unit implementation. This person will be hired by August 6th. .	After School/ Extended Day	Not Applicable	Principal	Summer 2012	On-going		
Identify and Hire a consultant to provide monthly PD in Math that addresses Common Core. This person will be hired by August 6th.	After School/ Extended Day	Not Applicable	Principal	Summer 2012	On-going		
Create a calendar of college and career ready activities for the 2012-2013 school year by August 31st,	Parental Involvement	Not Applicable	Principal/Asst. Principal	Summer 2012	Summer 2012		
One common core unit for 1st quarter for grades K-8 will be completed by August 6th.	Instruction	All	ILT	Summer 2012	On-going		First unit will be completed by the end of Summer 2012
School wide Literacy Themes will be created by July 9th. The implementation of these units and themes will begin by Monday, September 3rd.	Instruction	All	ILT	Summer 2012	On-going	Completed	

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
Develop a school calendar and schedule that supports the implementation of a longer school day and school year.	This additional time during the school day allows for extended Science lessons and the implementation of Social Studies as a stand alone subject and as a part of English Language Arts. The full school day will also allow for weekly professional development for teachers. The additional time will assist Randolph in ensuring that every student is college and career ready.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers are provided with the longer school day daily class and prep schedule by July 30th.	Other	Not Applicable	Principal	Summer 2012	Summer 2012		
Parent workers will be hired for recess by Monday, August 6, 2012. Parents will be trained by Monday, August 13th.	Parental Involvement	Not Applicable	Principal	Summer 2012	Summer 2012		
By August 6th, a recess plan has been created and all recess equipment and materials have been purchased.	Other	Not Applicable	PE Teacher	Summer 2012	Summer 2012		
Familes are notified of the start and end times of the longer school day by May 28th.	Other	All	School Clerk	Summer 2012	Summer 2012	Completed	
Beginning of the year flyers announcing school start times will be mailed by July 30th. The school marqueee will have the beginning of the year start date and time by July 30th.	Parental Involvement	All	School Clerk	Summer 2012	Summer 2012		

Strategic Priority 4

CIWP

2012-2014 Continuous Improvement Work Plan

Asa Philip Randolph Elementary School

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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
Focus on the quality of instruction by using the REACH.	What students learn and how they learn it is the heart of education. To ensure that teachers are growing in their instructional practice, we will implement a new system of teacher evaluation. This evaluation will be coupled with specific examples of what classroom instruction should look like at the various rubric levels. When teachers grow in their practice, students are more likely to be college and career ready.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will be provided with a copy of the evaluation rubric in May 2012.	Instruction	All	Principal	Summer 2012	Summer 2012	Completed	Teachers received a copy of the Danielson Framework in May. I will provide additional copies during professional development the week of August 6th.
Component 2 of the Danielson Framework will be reviewed with specific examples given during grade level meetings during the months of August and September 2012.	ILT/ Teacher Teams	All	ILT and Principal	Quarter 1	Quarter 1		We will use the TAP videos to allow teachers to score using the Danielson rubric. Then we will have discussion about how we scored to ensure that everyone understands the differentation in the various scoring levels.
Component 3 of the Danielson Framework will be reviewed with specific examples given during grade level meetings during the months of October and November 2012.	ILT/ Teacher Teams	All	ILT and Principal	Quarter 1	Quarter 2		We will use the TAP videos to allow teachers to score using the Danielson rubric. Then we will have discussion about how we scored to ensure that everyone understands the differentation in the various scoring levels.

Strategic Priority 5