CIWP

Robert L Grimes Elementary School

Midway Elementary Network

5450 W 64th Pl Chicago, IL 60638

ISBE ID: 150162990252232

School ID: 609956

Oracle ID: 23461

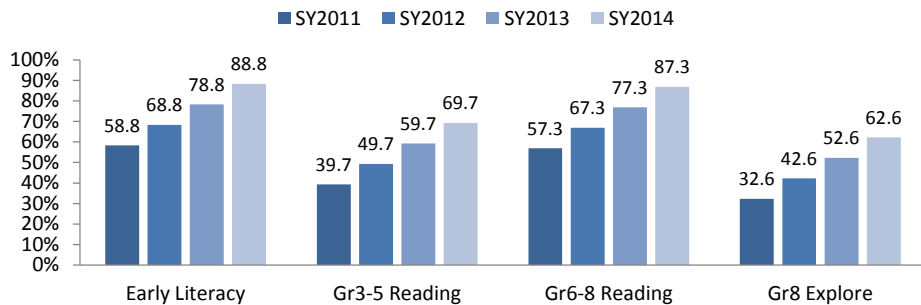CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission at the Grimes/Fleming with the collaboration and support of the parents and community, is to provide our students with a sense of direction, a nuturing, safe environment, and an equitable process that will enhance student behavior. Grimes/Fleming will set high expectations, share mutual respect, implement collaborative leadership, and nuture a staff committed to excellence. Grimes/Fleming will maintain an inclusive academic environment that offers a rigorous curriculum with opportunities for mastery of essential knowledge; establish a collaborative,

technology-driven culture for grades PRK - 8; and, build a community that promotes respect, responsibility and cooperation.
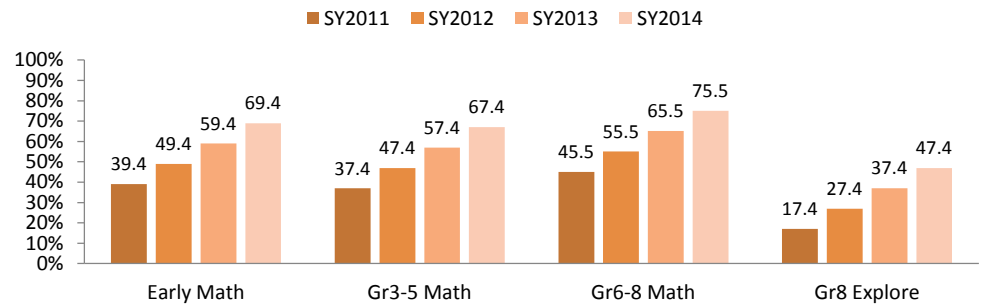
Strategic Priorities

1. All students will improve reading comprehension scores across the curriculum.

2. All students meet grade level expectations in math.

3. All students will improve science scores across the curriculum.

4. Parents, families and School Council will have access to information and resources to engage them in supporting student achievement and success

5. Common core state standards will establish student essential learning targets aligned to college and career ready standards.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	58.8	68.8	78.8	88.8
Gr3-5 Reading	39.7	49.7	59.7	69.7
Gr6-8 Reading	57.3	67.3	77.3	87.3
Gr8 Explore	32.6	42.6	52.6	62.6

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	39.4	49.4	59.4	69.4
Gr3-5 Math	37.4	47.4	57.4	67.4
Gr6-8 Math	45.5	55.5	65.5	75.5
Gr8 Explore	17.4	27.4	37.4	47.4

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Robert L Grimes 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
Judith Carlson	Principal
Jacqueline McKee	Assistant Principal
Eve Jankowski	Counselor/Case Manager
Dalizy-Serpa Beltran	ELL Teacher
Maragret Jamro	Classroom Teacher
Mary Samalea	Classroom Teacher
Christine Powers	LSC Member
Noel McNally	Special Education Faculty
Laura Anders	Classroom Teacher
Fatima Isbitin	LSC Member
Michael Powers	Community Member
Holly Zimmer	Classroom 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	58.8	68.8	78.8	88.8	**Early Math** % of students at Benchmark on mClass	39.4	49.4	59.4	69.4

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.7	49.7	59.7	69.7	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.4	47.4	57.4	67.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.7	60.7	70.7	80.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.3	60.3	70.3	80.3

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.3	67.3	77.3	87.3	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	45.5	55.5	65.5	75.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.7	68.7	78.7	88.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.0	61.0	71.0	81.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	32.6	42.6	52.6	62.6	**Explore - Math** % of students at college readiness benchmark	17.4	27.4	37.4	47.4

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	95.2	96.2	97.2	98.0	**Misconducts** Rate of Misconducts (any) per 100	5.0	4.0	3.0	2.0

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	80.5	85.5	88.5	93.5	**ISAT - Reading** % of students exceeding state standards	18.8	28.8	38.8	48.8
ISAT - Mathematics % of students meeting or exceeding state standards	90.9	92.9	94.9	96.9	**ISAT - Mathematics** % of students exceeding state standards	22.1	32.1	42.1	52.1
ISAT - Science % of students meeting or exceeding state standards	88.8	90.8	93.8	96.8	**ISAT - Science** % of students exceeding state standards	15.9	25.9	35.9	45.9

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**
	• 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.	The school has established clear and measurable goals as evidenced in our CIWP plan and our Theory of Action Plan and by our performance status of level I.	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal has been rated in the exceeds category for the past 5 years. School is at a Level 1. Consortium survey results indicate positive perception of principal's leadership to drive continuous improvement.	

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
Teacher Leadership	--->		**4**
• 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	All teachers are invested in the success of the school by accepting leadership in one or more areas listed in the effective schools column.	

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
Instructional Leadership Team (ILT)	-->		**4**
• 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 team works effectively to facilitate communication, Professional Development, analylizing data, and to improve teaching and learning school wide.	
Monitoring and adjusting	-->		**4**
• 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.	NWEA and DIBELS data is used by all teachers to improve classroom instruction. This information drives RTI grouping which is fluid. Data meetings are open to all staff and data is discussed at school wide in-services.	

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
DIMENSION 2: Core Instruction	*Curriculum*	-->		**4**
	• 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.	Teachers implement curriculum mapping, NWEA and DIBELS to drive small group instruction and discuss implementation of common core standards and alignment with student work. All grade levels have completed curriculum maps aligned to CCSS. Students with disabilities and ELL students are supported through curriculum modifications and consulting efforts.	
	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).	Purchased classroom libraries of leveled readers. Increase the number of nonfiction books. Purchases of corrective reading materials to benefit all students. Grade level meetings reflect the progress monitoring results that teachers obtain in order for appropriate materials to be selected.	

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.

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
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Curriculum mapping aligned to year long scope and sequence reflective of the common core standards. Each grade level has developed common core units of instruction and have leveled materials available. Students with disabilities and ELL's are exposed to core content knowledge through inclusion with support.	

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
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	90% of teachers exemplify an effective school and reflect Level 1 performance rating.	

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
Intervention	-->		**4**
• 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.	School implements school wide RTI using Wilson Reading,Corrective Reading, Mastery Reading with small group intervention. Progress monitoring is ongoing at a bi-weekly rate by the teachers. The school screens students using data from NWEA, DIBELS. Progress monitoring materials were purchased. Teacher observation and assessment are used.	
Whole staff professional development	--->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Teacher led PD using knowledge gained from classroom experience as well as sharing information from off site training. Monday Morning meetings are used to present various teaching and classroom strategies. Strategies are presented and implemntation results are discussed at the following meeting.	

Professional Learning

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
DIMENSION 3:	*Grade-level and/or course teams*	--->		**3**
	• 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.	At weekly staff meetings teachers discuss, collaborate, and plan and formulate short term plans. At monthly meeting teachers analyze data and review quarterly mapping plans. Progress monitoring is also reviewed and discussed. Meetings are conducted with an agenda and minutes are recorded and submitted to the administration.	
	Instructional coaching	--->		
	• 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.	Teacher led PD using knowledge gained from classroom experience as well as sharing information from off site training. Monday morning meetings are used to present various teaching and classroom strategies.	

Date Stamp November 22, 2012

2012-2014 Continuous Improvement Work Plan

Robert L Grimes Elementary School

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• 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	Explore practice scores are above average. Career days are scheduled for the students. The principal is available to students to present their ideas regarding policies and procedures. In the future the plan is to plan for college visits for the students.	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Teachers meet with students before and after school for tutoring and to discuss social issues. This is done without compensation. All students are encouraged to join sports teams and participate in social activities such as the Halloween Dance, Valentine's dance, etc. Most teachers have an ESL endorsement and their classrooms reflect diverse culture integration.	
	Behavior& Safety	-->		**3**
	• 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.	The school uses the Student Code of Conduct to formulate a consistent school-wide discipline policy. Classroom teachers post behavior expectations and require student and parents to reflect upon them at the beginning of the year. Discipline is dealt with in an equitable manner. Positive behavior is rewarded.	

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
DIMENSION 5: Family and Community Engagement	***Expectations*** --->			**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	September Open House affords the opportunity to exzplain goals for all students. Meetings are held with the principal and in the classrooms to explain expectations and procedures. Benchmark criteria is discussed with parents as well as a special 8th grade meeting to dicuss criteria and procedures for transition to High School.	
	Ongoing communication --->			**4**
	• 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.	Teachers and staff are always available through the use of monthly newsletters and bi-weekly newsletters from the principal. Most teachers provide private cell phone numbers and email to parents so that they may support their children at home.	
	Bonding --->			**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Principal has an open door policy with families and community. All are invited to attend Literacy Night, Math and Science Night, International Night as well as Santa's Secret Shop and Breakfast with Santa. All stakeholders are invited to attend dances at the schools. All parents and community are invited to attend performances by students including Holiday assemblies and Award assemblies. Everyone is also invited to attend plays and poetry readings.	

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
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.	Homes are visited when necessary. Social agencies are called when the need arises and follow- up by the administration is a part of the process.	
College & Career Exploration and election	-->		**4**
• 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.	Counselor provides necessary information to students to prepare them for their future.	
Academic Planning	-->		**4**
• 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.	School supports student planning and preparation for careers. The school provides opportunity for access to types of employment thay may want to pursue by having a Career Day planned with presenters explaining jobs that they may hold and what is needed to pursue this type of work. Counselor is always available to provide needed guidance in this area.	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	The school offers a wide range of activities with the ASAS program. All students are encouraged to play sports offered including boys and girls basketball, track, cheerleading, soccer, and volleyball. Music, keyboarding, arts and crafts, games and other activities are also	

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.	Students participate in EXPLORE and Career Days. College Day consists of teachers/staff wearing shirts from various schools they have attended. Speakers from the asked are asked to present.	
	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.	DNA	
	Transitions	--->		**4**
	• 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.	Fall Open House Nights are used inform parents of benchmark grade requirements. Kindergarten Open house is used to inform parents of the curriculum and expectations of the students. 8th grade Open House informs parents of important requirements for transition to High School.	

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	-->		**4**
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.	School allocates money to purchase additional teaching staff as well as teacher s and parent workers to service all students. Reduced class size teachers are purchased. Monies are set aside to fund field trips to broaden the educational experiences of the students. Monies are set aside to purchase technology and other supplementary materials for teachers to enhance the curriculum.	
	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.	Teams are assembled to include knowledge and expertise in the area in which they teach. Candidates for an open position are asked to present a lesson to the administrative team. Hiring within the building is based upon need and budgetary issues.	
	Use of Time	-->		**4**
	• 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.	Teachers are afforded collaborative prep times. Rotation is available in grades 5-8 with a master teacher teaching core subjects. All students are involved in RTI and appropriate materials are purchased to enhance the RTI program. NWEA/DIBELS data is used to monitor students and appropriate materials are purchased to progress monitor all students.	

Date Stamp November 22, 2012

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

Our mission at the Grimes/Fleming with the collaboration and support of the parents and community, is to provide our students with a sense of direction, a nuturing, safe environment, and an equitable process that will enhance student behavior. Grimes/Fleming will set high expectations, share mutual respect, implement collaborative leadership, and nuture a staff committed to excellence. Grimes/Fleming will maintain an inclusive academic environment that offers a rigorous curriculum with opportunities for mastery of essential knowledge; establish a collaborative,
technology-driven culture for grades PRK - 8; and, build a community that promotes respect, responsibility and cooperation.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	All students will improve reading comprehension scores across the curriculum.	NWEA and DIBELS results indicate that 50% of our students are meeting growth targets
2	All students meet grade level expectations in math.	NWEA and DIBELS Math results indicate that 50% of our students are meeting growth targets
3	All students will improve science scores across the curriculum.	NWEA results indicate that 54.8% of our students are meeting growth targets
4	Parents, families and School Council will have access to information and resources to engage them in supporting student achievement and success	Attendance at school meetings and functions averages 50%
5	Common core state standards will establish student essential learning targets aligned to college and career ready standards.	Composite score on EXPLORE are 32.6 for Reading and 17.4 Math for College readiness

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
All students will improve reading comprehension scores across the curriculum.	NWEA and DIBELS results indicate that 50% of our students are meeting growth targets

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By June 2013, 75% of students will demonstrate improvement in reading and writing by purchasing appropriate supplemental materials.	Instructional Materials	All	Principal	On-going			
By June 2013, 60% of teachers will have had the opportunity to visit class,or attend specific PD tailored to their needs in or out of the school reflecting improvement of teaching reading and writing.	Professional Development	All	Principal	On-going			
Two reduced class size teachers will be purchased to enhance the primary program.	Staffing	All	Principal	On-going			
Parent workers will be purchased to help teachers with small group instruction in primary grades	Staffing	All	Principal	On-going			
The school will fund RIF to afford 100% of students the opportunity to own books.	Other	All	Principal	On-going			
The school will open an extended day bucket for ESP to work on creative projects benfiting 80% of students.	Staffing	All	Principal	On-going			
The school will open a substitue bucket for 100% of teachers to be able to attend Professional Development which will enhance the curriculum.	Staffing	All	Principal	On-going			
The school will fund Professional Development for 100% teachers that will enhance the reading curriculum.	Professional Development	All	Principal	On-going			
The school will purchasean additional 50% more technology for primary students to enhance the curriculum.	Equipment/ Technology	Other student group	Principal	On-going			

Strategic Priority 1

Develop a Family Literacy Night to share instruction with parents. 80% of parents will attend the school function.	Parental Involvement	All	Principal	On-going			

Strategic Priority 2

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

Strategic Priority Description	Rationale
All students meet grade level expectations in math.	NWEA and DIBELS Math results indicate that 50% of our students are meeting growth targets

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide daily, scheduled intervention time in math to meet the needs of below grade level students using researched based intevention programs. Develop Math RTI program.	Instruction	Other student group	Classroom teacher/ Administration	Quarter 1	On-going		
Provide reteaching of skills using different instructional methods - use of manipulatives, hands-on activites to benefit 100% of students.	Instructional Materials	All	Classroom teacher / Administration	Quarter 1	On-going		
Provide extended day learning opportunities for students below grade level that will service 80% of below standard students.	After School/ Extended Day	All	Administration / Classroom Teacher	Quarter 1	On-going		
Provide supplemental math instructional materials for special education students/ELL students.	Instructional Materials	Students With Disabilities	Administration / Classroom Teacher	Quarter 1	On-going		
Provide ongoing progress monitoring to identify below grade level students for classroom intervention strategies.	Instruction	All	Administration /Classroom teacher	Quarter 1	On-going		
Develop a family math night to share instruction with 80% of parents attending the program.	Parental Involvement	All	Administration / Teacher	Quarter 2	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
All students will improve science scores across the curriculum.	NWEA results indicate that 54.8% of our students are meeting growth targets

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase all teachers' science content and pedagogical knowledgeby providing Professional Development for teachers.	Professional Development	All	Administration and Classroom teacher	Quarter 1	On-going		
Increase all teachers' knowledge and skills for conducting and applying educational research in their classrooms through both PD and self-selected seminars	Professional Development	All	Administration and Classroom teacher	Quarter 1	On-going		
Purchase supplemental instructional science materials for 100% students	Instructional Materials	All	Administration and teacher	Summer 2012	On-going		
Develop a family Science Night to share instruction with parents. 80% of parents will attend the program.	Parental Involvement	All	Administration and Classroom teacher	Quarter 1	On-going		
Purchase supplemental texts for 60% of students.	Instructional Materials	All	Administration and ILT Team	Quarter 1	On-going		

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
Parents, families and School Council will have access to information and resources to engage them in supporting student achievement and success	Attendance at school meetings and functions averages 50%

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parents will understand how to better support their children's learning by June 2013 through the family nights sponsored by the school.	Parental Involvement	All	Administration	Quarter 1	On-going		
The number of parents that currently attend LSC meetings will increase by 10%.	Parental Involvement	All	Administration	On-going	On-going		
Grimes/Fleming will develop community partnerships with 2 community agencies during the 2012-2013 school year.	Other	All	Administration	On-going	On-going		
Grimes/Fleming will continue to pursue a partnership with Alderman Marty Quinn	Other	All	Administration	On-going			

Strategic Priority 4

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
Common core state standards will establish student essential learning targets aligned to college and career ready standards.	Composite score on EXPLORE are 32.6 for Reading and 17.4 Math for College readiness

Action Plan　　　　　　　　　　　　　　　　　　　　　　　　　Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Common cores state standards will establish for each grade level unit of instruction student essential learning targets aligned to college and career ready standards.	Instruction	All	Administration / Classroom teacher	On-going	On-going		
Students will score a gain of 10% in both reading and math on EXPLORE	Instruction	Other student group	Administration and Classroom Teacher	Quarter 1	On-going		
Improve freshman on track high school graduation rate by 10%.	Instruction	Other student group	Administration and Classroom Teacher	Quarter 1	On-going		
10% increase on high school graduation from current students	Other	Other student group	Principal	On-going	On-going		

Strategic Priority 5