



2012-2014 Continuous Improvement Work Plan

Emiliano Zapata Elementary Academy

Pilsen-Little Village Elementary Network

2728 S Kostner Ave Chicago, IL 60623

ISBE ID: 150162990252897

School ID: 609973

Oracle ID: 23611



Mission Statement

Our mission is to create a school environment of students who learn to value education through a collaborative effort between staff, parents and the community. Our goal is to create a solid partnership among all stakeholders to ensure that all students are successful and productive members able to achieve their goals in a global society.

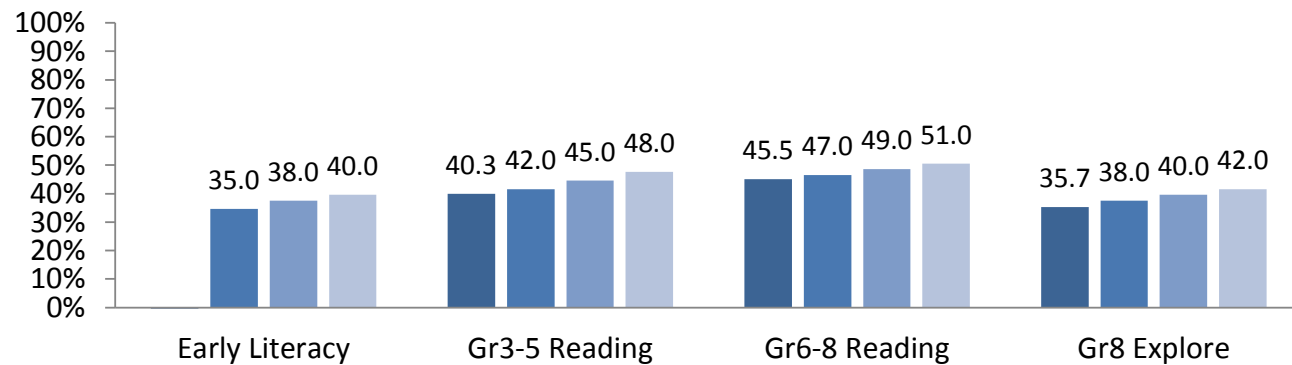
Strategic Priorities

1. Alignment of Literacy (Reading and Writing) Curriculum to CCSS and improvement of teaching and learning pedagogy for all students, especially for LEP students and SWD's.
2. Incorporate inquiry-based, cross-curricular learning across the content area.
- 3.

School Performance Goals

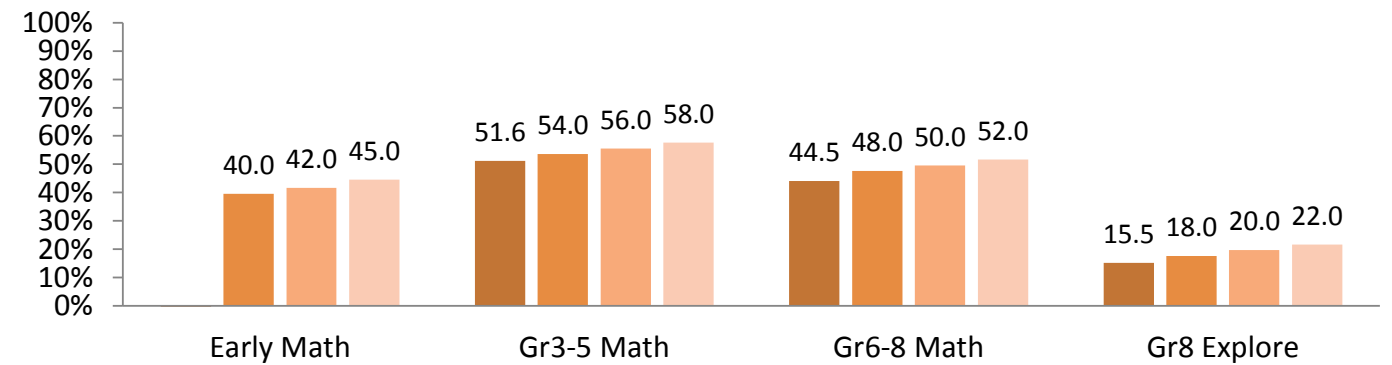
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Emiliano Zapata Elementary Academy

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
Ruth F. Garcia	Principal
Jose Ramirez	Assistant Principal
Carmen Reyes	Lead/ Resource Teacher
Marta Lopez	Counselor/Case Manager
Heather Gnann	Special Education Faculty
Stephanie Kleinfelder	Classroom Teacher
Esther Angulo	Classroom Teacher
Elizabeth Esparza	ELL Teacher
Pamela Breitberg	Lead/ Resource Teacher
Juan Sanchez	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	NDA	35.0	38.0	40.0		Early Math % of students at Benchmark on mClass	NDA	40.0	42.0	45.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.3	42.0	45.0	48.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.6	54.0	56.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.9	69.0	70.0	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	76.2	77.0	78.0	79.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.5	47.0	49.0	51.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.5	48.0	50.0	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.3	65.0	66.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.5	62.0	63.0	65.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.7	38.0	40.0	42.0		Explore - Math % of students at college readiness benchmark	15.5	18.0	20.0	22.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.6	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	2.8	1.5	1.0	1.0

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	71.1	73.0	75.0	77.0		ISAT - Reading % of students exceeding state standards	13.7	15.0	17.0	19.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.1	87.0	89.0	90.0		ISAT - Mathematics % of students exceeding state standards	21.6	25.0	27.0	29.0
ISAT - Science % of students meeting or exceeding state standards	83.3	85.0	86.0	88.0		ISAT - Science % of students exceeding state standards	9.4	10.0	12.0	14.0

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 ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Zapata Academy has set forth an aggressive theory of action that aims at improving classroom instruction that fosters differentiation. Our goals include various modes of small group instruction for guided reading, conferring, and later extending it into other subject areas.</p> <p>Feedback from learning walks, professional learning cycles, and peer observations was relayed to all staff members. Our Theory of Action was derived with a focus to increase small group instruction to meet individual student needs. Academic achievement goals were set to trends seen in student's NWEA and ISAT scores and</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>School principal fosters professional growth for staff through securing a three year commitment to the Boundless Readers (B.E.S.T) program. School principal engages staff in discussions to gauge teacher feedback and ideas for improving instruction. School principal shares school vision and sets forth academic goals through regularly scheduled staff and ILT meetings. School principal empowers teachers through the creation of curriculum teams such as math, science and literacy teams and encourages them to take ownership of decisions guiding instruction in their areas of expertise. School principal establishes a culture of college and career readiness by involving parents interaction in the form of bi-quarterly meetings concerning high school and higher education planning. (EXPLORE program, transitions, academic expectations and college visits)</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Most Zapata staff have demonstrated leadership through involvement in various capacities, these include, grade level leads, ILT, curriculum team members, study group leaders, after school program leads, coaches, club sponsors and social committee leaders.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT team sets school wide goals based on our theory of action plan and professional learning cycles. ILT attends both network and in-house training sessions and relays information to faculty. ILT leads professional development and disseminates findings related to learning walks which are focused on key levers from our theory of action plan and professional learning cycles.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>student performance then plans to provide resources to areas of need or priority. The school-wide data includes, but is not limited to:</p> <ul style="list-style-type: none"> -Diagnostic Reading Assessments for individual reading levels -NWEA -ISAT -ACCESS -EXPLORE -mClass -DWWA -Algebra Exit Exam -Performance Assessments 	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Grade level teams develop and design units that are planned throughout the academic year. These plans are aligned to the current Illinois state standards and not common core. However, each grade level has unpacked the ELA common core standards for reading and writing. Grade level teams use level-appropriate texts for instruction and have developed in-class libraries for student use. Per the instructional shift to the workshop model, teachers generally use the prescribed pacing and sequencing guide from the unit of study publishers. All plans allow for the specific needs of ELLs and SWDs in that differentiation of instruction is key in delivery and expected outcomes. As students meet in small groups for instruction such as in guided reading, the teachers are able to pinpoint areas of concern that require additional teaching and/or review of skills. Sufficient materials for ELLs are available in Spanish and are consistently replenished.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>All teachers who work directly with students have access to a variety of instructional materials that support a differentiated curriculum, with respect to LEPs and SWDs. The school also provides equitable resources, in Spanish and English, across a variety of reading levels and genres for classroom libraries, guided reading, read-alouds, content area, and classroom novel sets.</p> <p>The school also has a variety of technology resources available to teachers and students. Students have access to ST Math, Compass</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School wide data is available for both teachers and support staff in the form of NWEA, DRA, Teacher's College leveling, EDL2 and ISEL reports used for analysis. Data for the preceding assessments is available for cross grade level collaboration by sharing data through Google documents. School wide assessments are inclusive for all students including those with disabilities and English Language Learners (ELL) and aligned to standards-based learning. Accommodations and modifications are established to ensure participation for all students.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Communication of objectives and procedures are consistent and aligned to standards, yet the depths of knowledge in teacher questioning, primarily remain in the novice or beginning stage. Through the familiarization process of implementing school wide reading and writing workshop, teachers generally follow the pacing guides provided by the curriculum publishers. Instruction is most often delivered in small-group with many opportunities for scaffolding learning such as guided reading, conferencing, book clubs and discussion groups raising the level of rigor. Every teacher used formative assessments to level their students using the Fountas and Pinnell system. Progress is monitored using those assessments throughout the year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Generally the school has a systematic approach to administering screening assessments to identify students in need of academic intervention in literacy, however this is lacking in other content areas. Zapata offers a variety of interventions including small group instruction (literacy support), push-in support (language, speech, OT, PT, social work, special ed, nurse) and one on one support (reading recovery). Collaboration and consultation logs are kept to document progress monitoring of interventions.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Zapata institutes a clearly defined professional development track of learning which is driven by teacher feedback. Morning PD sessions are based on the theory of action plan. Professional readings and groups such as B.E.S.T. are centered around school wide Literacy goals. After school teachers lead classes addressing components of the reading workshop. Learning walks and peer observations (within and across grade levels) are conducted periodically. Continued attendance by teachers at the TCRWP Institute in New York.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:1	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Grade level teams have 4-5 days of common prep time to collaborate and plan weekly. Grade level teams are supported by specialized staff such as special education teachers, literacy coaches and reading teachers. Teams share ownership of student progress and collaborate on grades, planning, instruction, assessment and long term goals. Grade level teams have a team lead/ILT member to support their needs. Grade level minutes/notes are submitted weekly to administration to review and offer assistance and resources when necessary.	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	Instructional coaching is based on school wide needs and priorities and is provided frequently. Professional development is differentiated by grade clusters and tailored to the specific needs of those particular grade clusters. Feedback from learning walks and peer observation, support school priorities but are limited in detail. Teachers led workshops/peer coaching sessions before and after school to fellow staff members.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All staff members promote high expectations for all students. Everyday we begin by reciting our school mission and vision statement, setting a positive tone for the day. All teachers continually work to vertically and horizontally align the school's curriculum, ensuring that all students will be ready to take on the demands of high school and college.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Teacher/student interaction is encouraging, positive and centers around motivating students to maximize their educational experience. Students have been involved in assisting with the My School, My Voice survey, Family Reading Night and various fundraising activities. All students, regardless of academic ability or standing, are encouraged to become full participants in the school community including both social, physical/academic opportunities that foster cultural and awareness/growth.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>School has set high expectations for behavior and conduct. A detention policy is enforced school wide. Positive behavior is recognized through field trips, student of the month celebrations and awards. In regards to student behavior, for the 2011-2012 school year, there have only been less than suspensions and incident reports. School uses a variety of security measures such as cameras and security personnel (CPD) at main entrances.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal continually works to keep families informed of all academic and social activities, assessment information, and school expectations. The principal supports parent committees and works closely with them to develop parenting skills and help increase awareness of the educational system in the United States. At Zapata Academy, we hold our open house before school begins. This allows teachers to clearly communicate their expectations to all parents before the year begins. Throughout the year teachers will hold formal grade-level meetings to further discuss and communicate grade-level goals and expectations. At the end of the year, the primary grades prepare a packet to help families transition into the next grade.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>In addition to open house and report card pick-ups, teachers make themselves available before and after school to discuss student progress. All teachers maintain communication logs to document phone calls, conferences and meetings with student's parents/guardians. Every year the school holds family nights to encourage parent participation, support, and involvement.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Parent and community members are always welcome at Zapata Academy. Principal works frequently with the NCLB and BAC parent groups, offering programs beneficial to the parents and the community. School community offers a wide range of activities to empower and include families such as Family Reading Night, Math Night, Book Fairs, Science Fairs, Cultural/Holiday assemblies and celebrations.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Zapata offers several health outreach initiatives such as the vision clinic, dental services and the asthma van. Counseling services such as home visits and social/emotional therapy are also provided. Zapata executes needs- based programs such as food and coat drives, limited financial assistance in regards to school related costs</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Throughout the year Zapata school offers high school articulation and information classes to parents and students, focused on application process, available programs, prerequisites, tuition assistance and setting college and career goals based on career inventories and school research.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Support for college and career planning is provided to all students. Information and opportunities to explore paths of interest are not limited to high performing students, but based on student interest. All students are provided access to information and application submission through the use of technology, before and after school. Zapata offers advanced placement classes in math to those students who meet criteria.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Zapata offers a wide range of extracurricular activities both academic and social. Art club, debate, environmental club, algebra classes, sports teams, SES, tutoring, homework club, zumba club and others are available to students at Zapata.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Zapata school promotes and prepares students to participate in the Explore exam which is aligned to ACT standards. All students are encouraged to investigate college and carrer options.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Not Applicable	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	School informs parents of Benchmark years and expectations through parent letters and memos. Promotion policy is formally presented to parents at report card pick-up/conferences.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School leadership allocates money to lower class size, securing school wide professional development (B.E.S.T) opportunities and continuing specialized classes and staff (technology and additional resources). School leadership also collaborates with outside entities to secure funding in the form of grants, donations and partnerships.	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Zapata has an established partnership with UTEP (Urban Teacher Education Program) to foster growth and recruit highly qualified educators. Student teachers from UTEP are consistently assessed by their mentor teachers as to their understanding and implementation of teaching techniques that are in conjunction with Zapata's philosophy. Teaching staff offers suggestions to fill vacancies based on their knowledge of persons who have also implemented key learning strategies such as reader's and writer's workshop and guided reading. Grade level teams are constructed based on qualifications and expertise of team members.	
	Use of Time ----->			3

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Grade level teams have 3-5 days of common prep time to collaborate and plan weekly. School schedule allows for after school enrichment and extracurricular programs. Primary grades receive specialized support in Literacy. (Reading Recovery/small group instruction). It is expected that for the 2012-2013 school year that teachers will have daily (5 per week) common collaborative sessions.</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission is to create a school environment of students who learn to value education through a collaborative effort between staff, parents and the community. Our goal is to create a solid partnership among all stakeholders to ensure that all students are successful and productive members able to achieve their goals in a global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Alignment of Literacy (Reading and Writing) Curriculum to CCSS and improvement of teaching and learning pedagogy for all students, especially for LEP students and SWD's.	CCSS are much more rigorous in student expectations of Literacy achievement. Therefore, it is imperative to spend extensive amount of time to align existing units of study vertically and horizontally. To prepare students for college and career readiness, effective teaching practices are crucial for meeting the needs of all students, especially for students that are LEP and SWD.
2	Incorporate inquiry-based, cross-curricular learning across the content area.	CCSS is moving towards the transference of student learning to real-world situations, making students college and career ready. According to the EXPLORE, only 15.5% of 8th grade students are at college readiness for MATH and 35.7% for READING. This indicator reflects the need to implement a more rigorous, inquiry-based, cross curricular curriculum that will ensure that all students are college ready.
3		
4		
5		

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
Alignment of Literacy (Reading and Writing) Curriculum to CCSS and improvement of teaching and learning pedagogy for all students, especially for LEP students and SWD's.	CCSS are much more rigorous in student expectations of Literacy achievement. Therefore, it is imperative to spend extensive amount of time to align existing units of study vertically and horizontally. To prepare students for college and career readiness, effective teaching practices are crucial for meeting the needs of all students, especially for students that are LEP and SWD.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Unpacking of CCSS	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	Completed during 2011-2012 school year
Familiarization & implementation of Backwards Design	Professional Development	Not Applicable	ILT Teams	Summer 2012	On-going	On-Track	Professional Development Days & Grade-Level
Creation of performance assessments, units of study & lesson plans for Reading & Writing with grade-level team	ILT/ Teacher Teams	All	Grade level teams	Summer 2012	On-going	On-Track	Professional Development Days & Grade-Level
Train teachers to administer BAS/SEL	Professional Development	Not Applicable	PLVN	Quarter 1	Quarter 1	On-Track	PLVN will provide professional development.
Determine student's instructional reading levels using Benchmark Assessment System(BAS)/Sistema de Evaluacion de Lectoescritura(SEL)	Instruction	All	Teachers	Quarter 1	On-going	On-Track	Classroom/Special Education Teachers-BOY, MOY, EOY
Administer Illinois Snapshot of Early Literacy (ISEL) in Kindergarten	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	
Data Analysis of Reading/Writing Assessments and student work	ILT/ Teacher Teams	All	Teachers	On-going	On-going	On-Track	Grade-level and ILT
Addressing the CCSS for Students With Disabilities & English Language Learners	ILT/ Teacher Teams	Students With Disabilities	All Teachers	On-going	On-going	On-Track	Network/District PD
Running Records	ILT/ Teacher Teams	Not Applicable	Teachers	Quarter 1	On-going	On-Track	Progress Monitoring Tool
Form & Meet in Professional Study Groups	Professional Development	Not Applicable	Teachers	Quarter 1	Quarter 4	On-Track	B.E.S.T
Conferencing during Reading and Writing Workshop	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	Grade-Level; using conferencing notes to plan for instruction
Analyzing anecdotal notes	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	Analyze notes to prepare for future guided reading lessons
Guided Reading & Book Clubs	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	All Grade-Levels & Special Education
Reading & Writing Workshop	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	Continuous implementation at all grade-levels
Increase parent awareness of Literacy instruction & materials available for home use	Parental Involvement	All	Teachers	Quarter 1	On-going	On-Track	

Strategic Priority 1

Parent Workshops	Parental Involvement	All	Teachers	Quarter 1	On-going	On-Track	
Continuous Professional Development of Teachers in Reading and Writing Workshop, as per Teachers College	Professional Development	All	Teachers	Summer 2012	On-going	On-Track	
Ensuring availability of technology in preparation for CCSS	Instructional Materials	All	Principal	On-going	On-going	On-Track	School & District
Supplementing reading & writing curriculum with more complex text for use in the middle school grades, in the form of essays and short story anthologies.	Instructional Materials	All	Principal	On-going	On-going	On-Track	Teachers and School
Review of text for complexity and rigor	Instructional Materials	All	Teachers	On-going	On-going	On-Track	Guided Reading Books, Classroom Libraries, Research Based Text Sets, Book Club Books
Refining Units of Study	ILT/ Teacher Teams	All	Teachers	Summer 2013	Year 2	On-Track	At all grade-levels
Professional Development of Sheltered English Instruction	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	All Teachers
Increase opportunities and improve instruction on writing across content areas	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	Provide PD and additional grade level planning
Develop effective teaching strategies for transfer of student learning to real-world situations.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	
Develop a systematic screening system to progress monitor interventions in the classroom.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going	On-Track	

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
Incorporate inquiry-based, cross-curricular learning across the content area.	CCSS is moving towards the transference of student learning to real-world situations, making students college and career ready. According to the EXPLORE, only 15.5% of 8th grade students are at college readiness for MATH and 35.7% for READING. This indicator reflects the need to implement a more rigorous, inquiry-based, cross curricular curriculum that will ensure that all students are college ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Familiarization of current research and practice around inquiry-based learning.	Instruction	All	Teachers	Quarter 2	Year 2	On-Track	
Form professional study groups.	Professional Development	All	Teachers	Quarter 1	Quarter 4	On-Track	
Explore technology resources for student research.	Instruction	All	Teachers	Quarter 3	Year 2	On-Track	
Explore primary and secondary resources for student research.	Instruction	All	Teachers	Quarter 2	Year 2	On-Track	
Inventory resources available for inquiry-based learning.	Instructional Materials	All	Teachers	Quarter 2	Year 2	On-Track	
Ensure sufficient technology resources available to teachers and students.	Equipment/Technology	All	Administration	Quarter 3	Year 2	On-Track	
Incorporate inquiry-based learning opportunities into units of study, across all grade-levels.	Instruction	All	All	Quarter 3	On-going	On-Track	

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

Action Plan

Monitoring

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



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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