



## 2012-2014 Continuous Improvement Work Plan

## Wendell Smith Elementary School

Lake Calumet Elementary Network

744 E 103rd St Chicago, IL 60628

ISBE ID: 150162990252768

School ID: 609978

Oracle ID: 23641



### Mission Statement

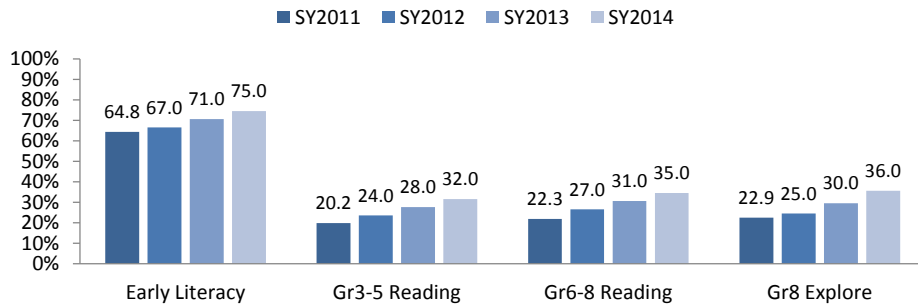
Our mission is to provide a safe and respectful environment that promotes positive learning driven by student experience. By building a sense of community, we will establish trust between students, families, and staff. The Wendell Smith Elementary School is dedicated to preparing students for college readiness and success in our increasingly global society.

### Strategic Priorities

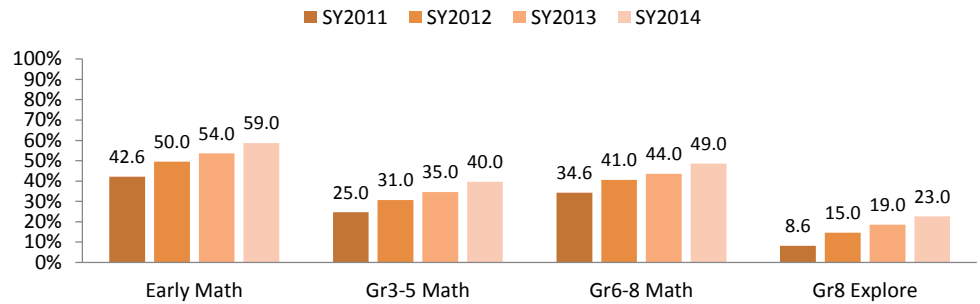
1. Develop and establish teacher collaboration teams/ILT to improve teaching and learning by discussing about the targeted instructional area, using research based powerful practices, analyzing student achievement data-both internal and external, and looking at student work samples and teacher assignments.
2. Utilize the Understanding Backwards Design (UbD) model by unpacking the CCSS to create clear and concise content specific scope and sequence along with units of instruction that aligned to the CCSS.
3. Create a strong, ongoing partnerships with parents by fostering communication, giving parents a voice in decisions made, and involving parents in the instructional work being done at the school.
4. Create a common and consistent school wide approach to student discipline by implementing expectations (Commitments to Excellence) to address physical and social emotional safety therefore improving school climate.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals







## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	64.8	67.0	71.0	75.0		<b>Early Math</b> % of students at Benchmark on mClass	42.6	50.0	54.0	59.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	20.2	24.0	28.0	32.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	25.0	31.0	35.0	40.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	53.1	60.0	64.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	49.0	55.0	59.0	60.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	22.3	27.0	31.0	35.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	34.6	41.0	44.0	49.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	45.9	51.0	55.0	59.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	30.7	54.0	58.0	62.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	22.9	25.0	30.0	36.0		<b>Explore - Math</b> % of students at college readiness benchmark	8.6	15.0	19.0	23.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	92.1	93.0	95.0	98.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	90.0	60.0	50.0	30.0					

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	51.4	55.0	67.0	72.0		<b>ISAT - Reading</b> % of students exceeding state standards	4.2	6.0	15.0	20.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	66.0	70.0	77.0	81.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	9.4	13.0	20.0	35.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	53.2	57.0	63.0	70.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	5.0	10.0	25.0

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->				<b>1</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			
	<b>Principal Leadership</b> ----->				
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>			

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<b>Teacher Leadership</b> ----->			
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>		

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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>		
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>		
	<b>Instructional materials</b> ----->			
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>		
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>		

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

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<b>Professional Learning</b>	<b>Intervention</b> ----->			
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>		
	<b>Whole staff professional development</b> ----->			
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>		

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>		
	<b>Instructional coaching</b> ----->			
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>		

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->				
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>			
	<b>Relationships</b> ----->				
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>			
<b>Behavior &amp; Safety</b> ----->					
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>			

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<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b>	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>		
	<b>Ongoing communication</b>	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<b>Bonding</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>		

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N 6: College and Career Readiness Supports	<b>Specialized support</b> ----->				
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>			
	<b>College &amp; Career Exploration and election</b> ----->				
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Academic Planning</b> ----->					
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>				
<b>Enrichment &amp; Extracurricular Engagement</b> ----->					
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>				

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>		
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Transitions</b> ----->				
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>		



### 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>			
	<b>Building a Team</b> ----->				
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>			
<b>Use of Time</b> ----->					
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>			

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 is to provide a safe and respectful environment that promotes positive learning driven by student experience. By building a sense of community, we will establish trust between students, families, and staff. The Wendell Smith Elementary School is dedicated to preparing students for college readiness and success in our increasingly global society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop and establish teacher collaboration teams/ILT to improve teaching and learning by discussing about the targeted instructional area, using research based powerful practices, analyzing student achievement data-both internal and external, and looking at student work samples and teacher assignments.	Teachers will gain knowledge regarding student outcomes in order to evaluate knowledge mastery, reasoning proficiency, performance skills, and the ability to re teach non-mastered skills. Based on the data obtained teachers will use appropriate researched based strategies essential to move students to expected learning outcomes  As indicated by the school report card in grades 3rd-8th grade approx. 1/3 of the school in both reading and math are working at or above grade level as indicated by the interim assessment, Scantron. By analyzing the quality of student task, monitoring and analyzing formative assessments, teachers will be able to make prescriptive adjustments for students. This will clarify student misconceptions as well as fill in learning gaps that exist.
2	Utilize the Understanding Backwards Design (UbD) model by unpacking the CCSS to create clear and concise content specific scope and sequence along with units of instruction that aligned to the CCSS.	Curriculum will be aligned with outcomes which are intentional and focused, higher order thinking, which include tiered interventions for engaging instruction which address individual needs of all learners and prepares students for college ready assessments (i.e. Explore, ACT)

3	Create a strong, ongoing partnerships with parents by fostering communication, giving parents a voice in decisions made, and involving parents in the instructional work being done at the school.	As indicated by the Chicago Consortium 5 Essentials report data, it has been reported that of the 5 essential areas surveyed Smith obtained less than 1/3 of the points available. According to the data 1% of the respondents agree that the school is safe, demanding, and supportive. While 24% of the respondents agree the entire staff builds strong external relationships. It is imperative to establish a learning community in which education becomes a shared venture, characterized by mutual respect and trust in which the importance and influence of each partner is recognized. Although children, families, teachers, and schools benefit individually, their partnerships enhance the entire process of education.
4	Create a common and consistent school wide approach to student discipline by implementing expectations (Commitments to Excellence) to address physical and social emotional safety therefore improving school climate.	Establish a safe, respectful, and welcoming school environment optimal for rigorous teaching and learning.
5	Optional	



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Develop and establish teacher collaboration teams/ILT to improve teaching and learning by discussing about the targeted instructional area, using research based powerful practices, analyzing student achievement data-both internal and external, and looking at student work samples and teacher assignments.	Teachers will gain knowledge regarding student outcomes in order to evaluate knowledge mastery, reasoning proficiency, performance skills, and the ability to re teach non-mastered skills. Based on the data obtained teachers will use appropriate researched based strategies essential to move students to expected learning outcomes

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Gain a deeper understanding of "the work" that effective ILTs do and lead	ILT/ Teacher Teams	All	Admin/Network	Summer 2012			
Learn practices around professional learning cycles	ILT/ Teacher Teams	All	Admin/Network	Summer 2012			
Establish ILT norms	ILT/ Teacher Teams	All	ILT Team/ Admin	Summer 2012			
Establish team roles and responsibilities	ILT/ Teacher Teams	All	ILT Team/ Admin	Summer 2012			
Create protocol in crafting meeting agendas	ILT/ Teacher Teams	All	ILT Team/ Admin	Summer 2012			
Identify and use protocols to facilitate dialogue	ILT/ Teacher Teams	All	ILT Team/ Admin	Summer 2012			
Develop two-way communication process with teacher teams	ILT/ Teacher Teams	All	ILT Team/ Admin	Quarter 1			
Create a systematic process for monitoring and following-up on action items	ILT/ Teacher Teams	All	ILT Team/ Admin	Quarter 1			
Create a protocol for analyzing student work products	ILT/ Teacher Teams	All	ILT Team/ Admin	Quarter 1			



**Strategic Priority 1**


## Strategic Priority 2

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

Strategic Priority Description	Rationale
Utilize the Understanding Backwards Design (UbD) model by unpacking the CCSS to create clear and concise content specific scope and sequence along with units of instruction that aligned to the CCSS.	Curriculum will be aligned with outcomes which are intentional and focused, higher order thinking, which include tiered interventions for engaging instruction which address individual needs of all learners and prepares students for college ready assessments (i.e. Explore, ACT)

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Invest in supplemental nonfiction texts aligned to Common Core State Standards	Instructional Materials	All	Admin	Summer 2012			
Order text sets to support increased nonfiction focus in every class	Instructional Materials	All	AP	Summer 2012			
Conduct summer training on best ways to incorporate texts into unit planning	Professional Development	All	Network/Admin	Summer 2012			
Collaborate with Network to develop a Professional Development Calendar for SY13 by July	ILT/ Teacher Teams	All	Network/Admin	Summer 2012			
Math teacher leaders collaborate with teachers to understand instructional shifts and build rigorous tasks aligned to the Bridge plan	ILT/ Teacher Teams	All	Network/Admin	Summer 2012			
ELA teacher leaders work with colleagues to understand Literacy Content Framework and build units plans for each grade level.	ILT/ Teacher Teams	All	Network/Admin	Summer 2012			
Collaborate with teacher leaders to facilitate training on unit development for Semester 1	ILT/ Teacher Teams	All	Admin/Teacher Teams	Quarter 1			
Teachers instruct a Common Core aligned unit of instruction and collaborate with grade level peers to monitor and reflect on delivery of instruction and student performance in weekly team meetings.	ILT/ Teacher Teams	All	Admin/Teacher Teams	Quarter 1			
ELA leads: Deliver professional development on best practices in using CCSS	ILT/ Teacher Teams	All	Admin/Teacher Teams	Quarter 1			
Math leads: Deliver professional development on retrofitting existing materials to drive intentionality of Practice standards	ILT/ Teacher Teams	All	Admin/Teacher Teams	Quarter 1			



**Strategic Priority 2**

ELA leads: Deliver professional development on choice of informational text in long term planning & use to drive unit planning for quarter 3.	ILT/ Teacher Teams	All	Admin/Teacher Teams	Quarter 2			
Conduct a professional development on close reading and text dependent questioning	ILT/ Teacher Teams	All	Admin/Teacher Teams	Quarter 2			
Ensure that instructional units are aligned to CCSS and powerful practices are demonstrated through lesson plans and classroom observations in weekly learning walks.	ILT/ Teacher Teams	All	Admin/Teacher Teams	On-going			
Conduct a professional development on using data from performance assessment to drive subsequent planning	ILT/ Teacher Teams	All	Admin/Teacher Teams	On-going			
Monitor monthly professional development and debrief with teacher leaders	ILT/ Teacher Teams	All	Admin	On-going			
ELA teacher leaders collaborate with teachers to understand instructional shifts and build rigorous tasks aligned to the Reader and Task	ILT/ Teacher Teams	All	Admin/Teacher Teams	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
Create a common and consistent school wide approach to student discipline by implementing expectations (Commitments to Excellence) to address physical and social emotional safety therefore improving school climate.	Establish a safe, respectful, and welcoming school environment optimal for rigorous teaching and learning.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school climate leadership team representative of the full staff, including an administrator.	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Summer 2012			
Develop school-wide expectations	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Summer 2012			
Leadership team uses data and staff input to identify 1-2 areas of improvement to focus their change efforts (e.g., hallways, classroom management)	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Summer 2012			
Leadership team develops lesson plans to communicate and teach school wide expectations and specific policies for identified areas of improvement	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Summer 2012			
Hold a school wide expectations kick-off	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Summer 2012			
Leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Quarter 1			
Leadership team establishes a student acknowledgement plan to encourage and celebrate expected behaviors	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Quarter 1			
Leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Quarter 2			



**Strategic Priority 4**

Leadership team establishes a staff acknowledgement plan to encourage and celebrate staff buy in and consistent implementation	ILT/ Teacher Teams	All	Admin Team	Quarter 3			
End of Year Celebration with staff and students to celebrate improvements and acknowledge those exhibiting school-wide expectations	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Quarter 3			
Based on data, leadership team develops lesson plans to communicate and teach school wide expectations and changes to/reinforcement of specific policies for identified areas of improvement	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Quarter 4			
Leadership team develops tiered interventions for identified students	ILT/ Teacher Teams	All	Admin Team/Teacher Team	Quarter 4			
Leadership team collects and analyzes school-wide climate data	ILT/ Teacher Teams	All	Admin Team/Teacher Team	On-going			
Leadership team tweaks policies and creates new lesson plans for teaching/reinforcement as evidenced by data	ILT/ Teacher Teams	All	Admin Team/Teacher Team	On-going			
All staff members consistently reinforce school wide expectations and acknowledgement system	ILT/ Teacher Teams	All	Admin Team/Teacher Team	On-going			
Using behavior and anecdotal data to identify needs, teachers teach lesson plans to reinforce expectations	ILT/ Teacher Teams	All	Admin Team/Teacher Team	On-going			

