



### South Loop Elementary School

Burnham Park Elementary Network  
1212 S Plymouth Ct Chicago, IL 60605  
ISBE ID: 150162990252855  
School ID: 609990  
Oracle ID: 23751



### Mission Statement

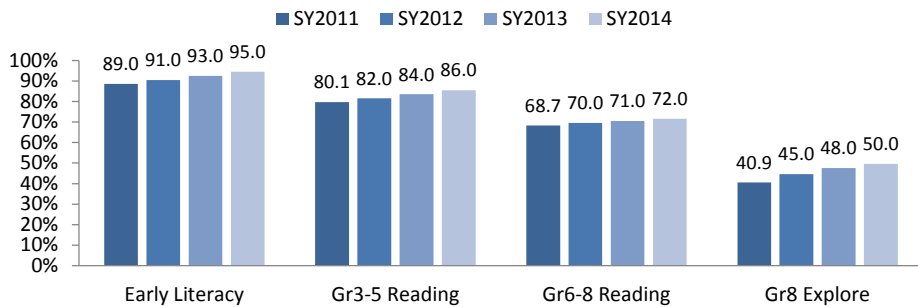
To prepare every student at South Loop School to develop 21st Century Life Skills by providing a standards based curriculum that fosters student leadership, academic rigor, fine arts integration, social and emotional consciousness, an understanding and acceptance of diverse cultures in an inclusive environment.

### Strategic Priorities

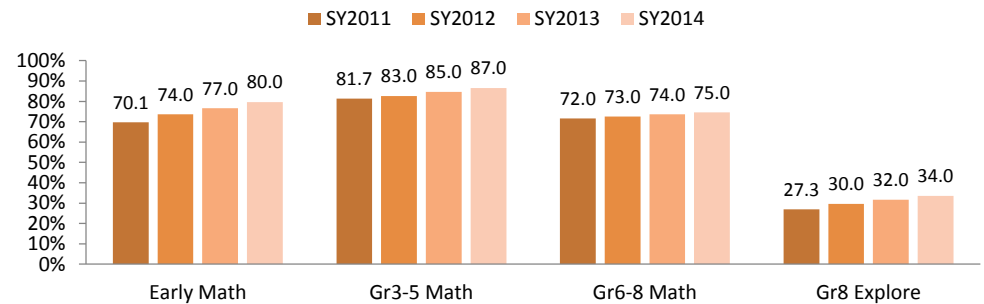
1. Prepare for implementation of unpacking and full emersion of CCSS across the content areas by implementing unit studies with a specific focus on four literacy standards in each grade level to drive instruction and increase academic rigor using Blooms as a resource.
2. Utilize MCLASS Math, NWEA, ISAT, and diagnostic assessments to improve ISAT exceeds scores in reading by 5%- Create a target group made up of 6 students per grade level (who have been at South Loop for at least two years) and track them (provide additional academic support to push into exceeds) for the entire school year.
3. Improve teacher accountability in the school-wide RtI program with a focus on K-3 literacy (i.e. weekly RtI meetings, weekly logs, on-going collaboration with lead RtI teacher, RtI classroom snapshots conducted by the RTI team, monthly PDs, grade level support, shadow opportunities for teachers at other schools, data walls for
4. Provide a social and emotional learning program (Leader In Me) that will significantly enhance student leadership capacity which will foster student achievement, student self confidence, and improve school culture for targeted 5th -8th grades.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals







# 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](http://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:	South Loop Elementary School

### Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Tara Shelton	Principal
Tim Butler	Assistant Principal
Carmen Jenkins	Classroom Teacher
Jackie Menoni	Classroom Teacher
Tara Kendt	Classroom Teacher
Nicole Garcia	Classroom Teacher
Natasha Anders	Classroom Teacher
Maria Lawrence	Lead/ Resource Teacher
Ellen Lorden	LSC Member
Lynn Pieper	Parent/ Guardian

## 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	89.0	91.0	93.0	95.0		<b>Early Math</b> % of students at Benchmark on mClass	70.1	74.0	77.0	80.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	80.1	82.0	84.0	86.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	81.7	83.0	85.0	87.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	63.5	65.0	67.0	69.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	66.8	68.0	70.0	72.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	68.7	70.0	71.0	72.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	72.0	73.0	74.0	75.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	71.6	73.0	74.0	75.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	70.9	72.0	73.0	74.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	40.9	45.0	48.0	50.0		<b>Explore - Math</b> % of students at college readiness benchmark	27.3	30.0	32.0	34.0

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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	95.3	96.0	96.5	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	12.7	11.0	10.0	9.5

## 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	94.0	95.0	95.5	96.0		<b>ISAT - Reading</b> % of students exceeding state standards	48.8	50.5	52.0	53.5
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	97.5	98.0	98.5	98.8		<b>ISAT - Mathematics</b> % of students exceeding state standards	54.2	55.5	57.0	58.5
<b>ISAT - Science</b> % of students meeting or exceeding state standards	93.5	95.0	96.0	96.5		<b>ISAT - Science</b> % of students exceeding state standards	40.7	42.0	43.5	45.0

### 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>3</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>	<p>ILT created a Theory of Action Plan for 2010-2011 to address areas of improvement. During this time our focus was school wide writing based on Area 9 Curriculum Map for Writing , Area Assessments, District Assessments and ISAT writing data. For school year 2011-2012 ILT created a Theory of Action Plan place with clear goals for obtaining more students in the exceeds category for ISAT reading and math and TRC. ELL Access one year growth per student. This plan had specific growth goals for K-8th students.</p>	
	<b>Principal Leadership</b> ----->			<b>4</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>	<p>Principal established a professional learning community by hosting weekly PD's (from 3-5 pm) based on targeted areas of concern to address students needs. Classroom observations, NWEA data, TRC. MClass Data and student work determines the focus of the PD's. Lead teachers lead sessions based on expertise i.e vertical math alignment using state and common core standards, MClass training: using data effectively and progress monitoring, . Principal established a peer coaching in the primary department during the 2010-2011 school year to provide struggling teachers with examples of best practices. Principal created before school phonics and fluency tutoring program to address achievement gaps in grades K-2 and an after school tutoring program for grades 3-8 focused on reading and math. Principal presented a State of the School Dtaa address power point at two LSC meetings based on schoolwide data results: Scantron results. ISAT, MClass TRC.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</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>	<p>Each teacher is invested in the success of the school as they are assigned to lead at least one school wide team. A core group of teachers who represent all programs and grade bands perform leadership duties in the school and are represented on the ILT team. Rtl team consists of special ed. and general ed teachers who meet bi-monthly to discuss all targeted tier 1 students. Veteran teachers participate in a mentoring program to support first year teachers and new staff. ELL teacher provides quarterly PD's and meet with teachers who have ELL students on a weekly basis to provide strategies and resources to support instruction. CIWP team consists of ILT members and LSC members. Union rep. attends required monthly meetings, coordinates school-wide meetings when concerns need to be addressed, and provides information from the Union regularly. ILT members drafted full day innovation grant. Grade level team leaders are responsible for the structure of grade level meetings. The Lead Literacy teacher orchestrates grade level meeting agendas. The Lead Science teacher is currently focusing on Science Vertical Alignment K-8, conducted a K-4 Science Fair and Lead two school-wide PD's. Diverse PDs attended all year by staff (E2SP, Rtl, Check In/Check Out, PBIS).</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>4</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>	<p>The School's ILT was developed based on the combination of knowledge: Ancillary (Music teacher- NBCT), SPED teacher, administration, each grade level cluster representative (k-2, 3-5 ,6-8, as well as representatives from our dual programs: Regional Gifted and Neighborhood program. The ILT participates in quarterly school-wide internal walk-thrus with a specific focus i.e standards are posted, rigor in student work, level of questioning, teacher modeling, differentiation. The data from the walk thurs determine school-wide PD, support needed from Network or teacher mentoring. ILT review student work on an on-going basis with a focus on writing to determine our five week writing focus: narrative, expository, persuasive. The ILT analyzes data (DIBELS, TRC, MCLASS, NWEA) to determine weaknesses in instruction/curriculum to develop grade band programs (i.e. Walking Reading Program, additional writing workshops or math curriculum planning).</p>	
<b>Monitoring and adjusting</b>			<b>3</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>	<p>The school has a systematic approach to analyzing recent data. At the end of each testing window teachers attend an after-school PD to discuss data in a grade- level setting. NWEA: is our school wide targeted RIT band. An action plan is created for students who fall in this category. Specific skills are covered in a small group setting to address areas of concern. MClass Math and TRC the same approach is taken in K-2. Strategic and Intensive students are identified and discussed for grouping in our walking reading program. Progress monitoring is conducted regularly for the Strategic Group and often</p>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>	<p>First and second quarter we were able to have full day grade-level release days. Grade levels were able to develop curriculum maps using a specific format created by the ILT team to ensure alignment to common core standards for writing and literacy. For the third and fourth quarters this planning occurred in after-school PD. Our after-school PD focus addressed vertical alignment. Teacher leaders provided grade cluster PD involving aligning Math Trailblazers to state standards (until common core are developed) and pacing (what specific skills should be taught each quarter). Grade level teams in Kdg- 4th develop common grade level themes in Science aligned to our CMSI curriculum (FOSS) and common core literacy standards. 5th-8th develop quarterly interdisciplinary units (themed based) for Social Studies and Language Arts aligned to common core literacy standards.</p>	
	<b>Instructional materials</b> ----->			<b>4</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>Teachers have access to a variety of resources to align with current state standards and : Basals and workbooks across the content area: Reading , Math, Science, Social Studies, Genre based literacy libraries, classroom sets of novels in Literacy, Science and Social Studies, Words Their Way, Fountis &amp; Pinnell, Zaner Blosser Handwriting, Chicago Suntimes, Scholastic Magazines( math, science and Literacy (current events topics)) , Reading Series leveled readers; Reading Series Spelling and Phonics workbooks, Math- Trailblazers, Pearson Course 1, 2, and Algebra Readiness, FOSS Kits, STC, E2SP,</p>	
<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> ----->			<b>3</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>	<p>Assistant Principal provides data in multiple forms to all teachers. Principal and A.P led a NWEA data talk PD demonstrating to teachers how to access NWEA data and next steps after data is viewed. PD data talk days are provided at the end of every testing window to discuss next steps. MClass and TRC consultants provided on site training to Kdg- 2 teachers on how to utilize the reources and pull specific data to inform instruction and progress monitor correctly. Teachers bring classroom assessments to grade level meetings for peer review using Blooms as a rubric to identify Rigor. Teachers bring student work samples to grade level meetings to review level of rigor/text complexity, as well as alignment to CCSS. Each grade level collaborates on CCSS (i.e. Expository writing in middle school- 7th-8th grade Civil War, Reconstruction, Theories of Evolution, descriptions of themes in a novel). ELL Teacher and Special Education teacher have access to regular ed teachers lesson plans on our school-wide staff short cuts sites to provide strategies for assessing ELL students and special ed sAll teachers are required to have a LRE binder available with access to the accommodations and</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<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>	<p>Teachers are required to post daily objectives that correlate directly to CCSS for math, reading, science, writing and social studies. Teachers are also required to post I Can's statement (aligned to common core) for all posted student work. ILT created a school wide lesson plan template: Students with IEP's, who are ELL and receiving RTI are identified and their accomodations/modifications are listed, materials for the week, Common Core Standards addressed (overview), daily objectives, In Class Work (modeling, guided and independent) and assessment. In 2010-2011 Area 9 rolled out scaffolded lesson planning. Teachers wrote scaffolded lesson plans to help students meet long term goals our, end of year goals per grade level. (objective, modeling, guided practice, independent practice). We continued this practice for 2011-2012. Teachers develop or use formative assessments provided by the instructional tool (science, reading, math, social studies book) to drive instruction.</p>	

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<b>Intervention</b> ----->			<b>3</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>	<p>NWEA, TRC, MCLASS, classwork, progress report, report card, teacher recommendation and formative assessments are used to identify to struggling students. RTI lead teachers meet with classroom teachers per grade level to discuss Tier1 interventions for teachers to try for a period of time. RTI teacher will provide push in instruction for 1st- 3rd. If students are identified as Tier 2 or 3, pull out instruction is implemented. Rtl teacher pulls small groups of identified students in grades 3-6, and Rtl coordinator pulls groups in grades 7-8. Students are assigned to walking reading groups based on ability in grades 1-2. Easy CBM is used to monitor reading intervention instruction. Teachers meet in weekly Rtl meetings to discuss next steps for students not making expected gains. After School Counts (Oct to March - 3rd-8th and Before and After School tutoring are in place for additional small group instruction- skilled based for 1st-2nd, yearlong. All students in 7th-8th grade literacy are receiving</p>	

<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->		<b>3</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>	<p>Year long weekly PD based on curriculum needs. PD takes place in a series (i.e. 2-3 sessions for research writing, 2 sessions on text complexity, 2-3 sessions on math alignment). The school has a year long, focused plan on Rigor for whole staff professional development aligned to school-wide priorities and growth goals. We are currently reading Rigor is not a four letter Word K-8 has met for science alignment. Middle School language arts team collaborated on using novels to teach various reading skills. All teachers were provided with a copy of RTI Success: Proven Tools and Strategies for Schools and Classrooms as a resource to support RTI..</p>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>4</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>	<p>Teachers (Reg and SPED) participate in weekly grade level meetings with an agenda of common protocols each week (i.e. share student samples, discuss weekly assessments, weekly reflection and LRE). RTI coordinator host weekly grade level meetings to discuss students identified by classroom teacher as needing intervention. RTI coordinator requires teachers to bring examples of intervention strategies attempted and a data graph showing its success or non-success and student sample work. Teachers plan quarterly in grade-level clusters with a focus on Literacy and Writing. ILT participate in monthly meetings to discuss school-wide data.</p>	
	<b>Instructional coaching</b> ----->			<b>2</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>	<p>Teachers are assigned as mentors based on area of expertise i.e classroom management, classroom routines, writing workshop, guided reading, classroom centers, classroom environment. First year and new teachers are assigned a mentor or a "go to person " to support teacher retention. The mentoring is provided to learn South Loop's school wide culture and high demand for success. Mentoring provided can include opportunities for teachers to shadow another teacher, for mentor to peer observe classroom instruction and provide feedback and/or opportunities for planning. New staff and first year teachers are provided with the opportunity to participate in an informal internal walk through with the Principal to identify and observe best practices. Principal and Assistant Principal conduct several informal observation to determine school -wide PD, instructional resources needed and individual teacher growth opportunities .</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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</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>	<p>Students have opportunities for authentic student leadership and student voice through a variety of programs and initiatives i.e National Junior Beta Club, Community Service hours, PBIS, school-wide clubs and sport programs. Such as the debate team for grades 6-8, which fosters leadership and speaking skills; Beta Club for 6th-8th grade, which is our school wide honor society; Becoming a Man for 7th and 8th grade male students to develop male leadership. Last year, five of the lowest 8th graders were assigned to teachers for academic support and mentoring. Next year, we will use the "Check In, Check Out" program and "Leader in Me." Every year we ask a</p>	
	<b>Relationships</b> ----->			<b>3</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>	<p>Teachers and teacher Assitants volunteer to led school -wide programs and clubs (Common Thread, Yearbook club, sewing club, Loop around the Loop, Knitting Club, Kids Rock, Lego Club, Sports Camps) to establish a means forrelationship building for students to feel there is always at least one adult they can seek for help. South Loop School is a PBIS school and we follow the "South Loop Way" Be Safe, Be Respectful and Be Responsible. PBIS used to reinforce student behavior school-wide through positive interventions and support systems and provide teachers with a guideline for student/adult interaction. Extended day staff take an active role in mentoring middle school students. All programs and initiatives are open and available to all students</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>	<p>During Teacher Institute Days at the beginning of every school year our PBIS model is covered by the Principal as a introduction to new staff and a reminder for existing staff. The second week of each school year during open house the Principal provides a PBIS workshop to new families to reinforce a connection of reinforcing positive behavior at home and at school. Every school year South Loop School host an Annual PBIS kick off to remind students and staff of our calm culture and responsibility for following South Loop Way. Classrooms are rewarded "lion paws" for following school-wide</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
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</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>	<p>The Principal provide a "State of School Address" at two LSC meetings per school year. At this address the vision for the school year is presented (targeted goals based on data), school wide data is presented i.e ISAT, NWEA, MClass, TRC and Swiss (suspensions) and next steps are presented based on the data. Each year a primary workshop is provided to parents of students in kdg- 2nd to explain the parent MClass report and TRC report. The performance policy or any data report provided by CPS is provided to parents. In 2010-2011 Area 9 prepared a data chart (Attendance, 3yr isat composite, 3yr dibels at benchmark, 3yr isat composite compared to Area 9 and CPS) that is posted by the Main Office. During Parent/Teacher conference for Report Card pick up teachers review students data reports with parents and discuss next steps. Teachers create a</p>	
	<b>Ongoing communication</b> ----->			<b>4</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>	<p>Teachers provide at least one to two workshops for per school for parents to address curriculum, student data or model strategies used to teach specific skills for parents to use at home. Most teachers create a classroom website that provide weekly homework, standards being covered for the week, class projects, upcoming events, fieldtrips and instructional resources. All teachers provide a monthly newsletters detailing the same information that can be</p>	
	<b>Bonding</b> ----->			<b>4</b>



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</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>	<p>School staff works closely with families and community partners to develop and plan authentic and engaging activities in the school community (i.e. Secret Reader, Classroom projects, Book Fairs, Spelling Bee, Science Fair, Winter Dances, Annual Spring, Benefit, Fundraising, Winter and Spring Fine Arts Performances, Quarterly Family Fun Nights provided by the Family Involvement Group, Cafe Moms, Career Days, Kiss and Go Safety Patrol, Dads Group, Chaparoning Fieldtrips, Communication Committee, Volunteer Coordinators and Extended Day Program Fine Arts Performances. These opportunities are provided to parents to develop parent leadership and ownership for their school. 80 percent of South Loop</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</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>	When needed or identified all social agencies are provided through our Youth Guidance Program partnership and with our school-based social worker. Social Services typically requested: Rainbows, Anger Management, Sensory Processing and Autism/Asperger.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</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>	Students participate in annual parent led Career Week. Parents discuss their current employment, their job qualifications, job requirements, education needed for the job, resume writing and etc.. The staff participates in annual College Day. Classroom doors are decorated with the teachers college or university they attended.	
<b>Academic Planning</b> ----->			<b>2</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>	In school year 2009-2010 an effort was made to implement the AVID program. We were successful with the writing tools (rubrics and note taking) and binder organization. Currently, some middle school teacher are still implementing the binder model and note taking tools. All 5th-8th grade students participate in the departmental model to prepare them for high school and beyond. IMSA provided an onsite program on Saturdays for 7th and 8th graders. Student agenda books are provided to every student in second to eighth grade to promote planning and organization, to prepare, participate, and perform in their college and career aspirations and		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</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>	The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities (i.e. After-school program-Youth Guidance Extended Day, Boys and girls sport teams, Tae Kwon Do, Chess Education, Little Kids Rock, Jazz Band, Girls on		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</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>	<p>The school promotes preparation, participation and performance in college and career assessments (i.e. EXPLORE in 8th using ACT prep materials and NWEA for 3rd-8th grades) 5th- 8th grade parents are provided information for opportunities for on-site Select Prep programs and the Center for Talent Development program).</p>	
	<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>	<p>We provide this information for high school enrollment only. We partner with our community resource LINK for financial aid and scholarship opportunities and we provide the Daniel Murphy Scholarship application to all seventh and eighth graders.</p>	
<b>Transitions</b> ----->			<b>3</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>	<p>The school hosts a Kindergarten picnic prior to the beginning of th school year for all new families and current kindergarten families for networking and transitioning information. During September of each school year room parents host a classroom meet and greet for networking and relationship building. Summer packets are provided to all new incoming families and current enrolled families(FAQ's, supply list, summer projects, suggested summer readings andresources). The school also hosts an annual Middle School Transition meeting and annual High School Fair. Third grade</p>	

**School Effectiveness Framework**

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</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>	School allocates discretionary spending to align with needs and priorities based on school-wide date and school year goals for student achievement growth. Administration monitors the use of additional resources and its effectiveness to improve instruction. (i.e. technology upgrades (IPADS- Laptops), instructional materials and resources across the core curriculum, technology programs). School actively pursues opportunities for community partnerships, especially in fine arts (i.e. Jazz Philharmonic, Children's Choir, Chicago Symphony, Sherwood Conservatory, E2SP, In Search of Genius and Universities and College student teachers).		
	<b>Building a Team</b> ----->				<b>3</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>	Hiring process includes teacher interview panel with questioning protocol (panel consists of targeted grade level peers). Candidates complete a writing assessment amd demonstrate lesson with students. Our candidate pool generally consists of student teachers who completed a year long internship from UIC.		
<b>Use of Time</b> ----->				<b>4</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>	<p>Teachers volunteered to work an additional 20 minutes this school year to accommodate school-wide scheduling conflicts and students' needs. Primary teachers (1st-2nd) piloted a Walking Reading program to provide 40 minutes of skilled based instruction based on student data ( fluency, comprehension and phonics) . RTI pull-out program implemented in 1st-8th grades for tier 3 identified students at designated periods. Tier 1 and Tier 2 RTI intervention implemented in classrooms at time designated by classroom teacher. School-wide schedule is developed to allow opportunities</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

To prepare every student at South Loop School to develop 21st Century Life Skills by providing a standards based curriculum that fosters student leadership, academic rigor, fine arts integration, social and emotional consciousness, an understanding and acceptance of diverse cultures in an inclusive environment.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Prepare for implementation of unpacking and full emersion of CCSS across the content areas by implementing unit studies with a specific focus on four literacy standards in each grade level to drive instruction and increase academic rigor using Blooms as a resource.	We currently develop grade-level or subject based- quarterly maps, we want to focus more on curriculum rather than time, go into more depth in content, monitor alignment to CCSS and focus on interdisciplinary learning. Work smart, not hard.
2	Utilize MCLASS Math, NWEA, ISAT, and diagnostic assessments to improve ISAT exceeds scores in reading by 5%- Create a target group made up of 6 students per grade level (who have been at South Loop for at least two years) and track them (provide additional academic support to push into exceeds) for the entire school year.	In reviewing previous test data, some students who are currently high meeting are not showing any movement (NWEA or previous ISAT data). School wide we want to address the targeted students specific needs and move them to exceeding.
3	Improve teacher accountability in the school-wide RtI program with a focus on K-3 literacy (i.e. weekly RtI meetings, weekly logs, on-going collaboration with lead RtI teacher, RtI classroom snapshots conducted by the RTI team, monthly PDs, grade level support, shadow opportunities for teachers at other schools, data walls for administration to track red and yellow students)	After monitoring and evaluating our current RTI tier interventions, we want to continue to address specific student needs based on available data, teacher recommendation, teacher implementation, available resources and establish a protocol for accountability to develop teacher ownership.
4	Provide a social and emotional learning program (Leader In Me) that will significantly enhance student leadership capacity which will foster student achievement, student self confidence, and improve school culture for targeted 5th -8th grades.	Due to a decrease in parent involvement in middle school and an increase in low incidents, we want to implement a program that will promote student leadership ownership of student behavior and develop . This school year we sought the support of our youth guidance partnership to provide a weekly mentoring program (Becoming A Man) for a targeted group of 7th/8th grade boys and a two day workshop was provided to a classroom of seventh grade girls.
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**

Prepare for implementation of unpacking and full emersion of CCSS across the content areas by implementing unit studies with a specific focus on four literacy standards in each grade level to drive instruction and increase academic rigor using Blooms as a resource.

We currently develop grade-level or subject based- quarterly maps, we want to focus more on curriculum rather than time, go into more depth in content, monitor alignment to CCSS and focus on interdisciplinary learning. Work smart, not hard.

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A school-wide audit of existing non-fiction texts aligned to CCSS. At least one non-fiction novel set per classroom will be purchased with a focus on Social Studies and Science. An additional classroom sets of novel will be purchased aligned to Foss kits (kdg-4th)	Instructional Materials	All	Grade Level Teams and Administration	Summer 2012	On-going		
Professional development for implementing theme based quarterly units with a focus on non-fiction	ILT/ Teacher Teams	All	ILT team	Summer 2012	On-going		
Monitoring tool to assess if classroom objectives match CCSS stated in quarterly maps.	Instruction	All	ILT team	Quarter 1	Quarter 4		
Each grade level meeting will focus on one set of student work from unit of studies. Teachers will analyze and evaluate the work, using a checklist to judge the rigor of task and alignment to CCSS.	Instruction	All	Grade Level Teams	Quarter 1	Quarter 4		
After- School weekly professional development: Professional Readings, CCSS, Curriculum Mapping.	After School/ Extended Day	All	ILT team, Lead teachers, Administration	Summer 2012	On-going		



Strategic Priority 1




## Strategic Priority 2

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

Strategic Priority Description	Rationale
Utilize MCLASS Math, NWEA, ISAT, and diagnostic assessments to improve ISAT exceeds scores in reading by 5% - Create a target group made up of 6 students per grade level (who have been at South Loop for at least two years) and track them (provide additional academic support to push into exceeds) for the entire school year.	In reviewing previous test data, some students who are currently high meeting are not showing any movement (NWEA or previous ISAT data). School wide we want to address the targeted students specific needs and move them to exceeding.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each grade level will progress monitor using DIBELS (K-2) and Easy CBM (K-8).	ILT/ Teacher Teams	Other student group	Grade Level Teams	Summer 2012	On-going		
Teachers will monitor grades (i.e. classwork, homework, assessments, projects, etc.) which will be discussed every five weeks at grade level.	ILT/ Teacher Teams	Other student group	Grade Level Teams	Summer 2012	On-going		
Based on five week check in teachers will create an action plan with parents, RtI coordinator, and student to monitor students progress and the effort to reach the targeted goal.	ILT/ Teacher Teams	Other student group	Grade Level Teams	Summer 2012	On-going		
Students NWEA data will be reviewed at the end of every window testing. An instructional plan will be created for the targeted 6 students based on growth or non-growth.	ILT/ Teacher Teams	Other student group	Administration, Grade Level teams	Summer 2012	On-going		

**Strategic Priority 2**

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### 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
Improve teacher accountability in the school-wide RtI program with a focus on K-3 literacy (i.e. weekly RtI meetings, weekly logs, on-going collaboration with lead RtI teacher, RtI classroom snapshots conducted by the RtI team, monthly PDs, grade level support, shadow opportunities for teachers at other schools, data walls for administration to track red and yellow students)	After monitoring and evaluating our current RTI tier interventions, we want to continue to address specific student needs based on available data, teacher recommendation, teacher implementation, available resources and establish a protocol for accountability to develop teacher ownership.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
RtI team will meet weekly, conduct classroom observations, provide PD, monitor RTI logs, provide teacher support in the classroom, . Findings will be analyzed with staff and individual teachers during grade level meetings, staff meetings, or professional developments, review lesson plans.	ILT/ Teacher Teams	Other student group	Administration/RtI Team	Quarter 1	On-going		
RtI coordinator will monitor instructional activities (i.e. small group instruction). RtI coordinator will check to see if interventions are being implemented effectively based on instructional activity observed. RtI coordinator will develop teacher ownership by requiring teachers to follow protocol for identifying students	ILT/ Teacher Teams	Other student group	Administration/RtI Coordinator	Quarter 1	On-going		
RtI coordinator will have teachers create an action plan that will be followed for each student. Based on the action plan the RtI coordinator will conduct two-week or three week checks ins with classroom teachers (visit the classroom) to monitor the implementation of the action plan	ILT/ Teacher Teams	Other student group	Administration/ RtI Coordinator	Quarter 1	On-going		



Strategic Priority 3


**Strategic Priority 4**

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

Strategic Priority Description	Rationale
Provide a social and emotional learning program (Leader In Me) that will significantly enhance student leadership capacity which will foster student achievement, student self confidence, and improve school culture for targeted 5th-8th grades.	Due to a decrease in parent involvement in middle school and an increase in low incidents, we want to implement a program that will promote student leadership ownership of student behavior and develop . This school year we sought the support of our youth guidance partnership to provide a weekly mentoring program (Becoming A Man) for a targeted group of 7th/8th grade boys and a two day workshop was provided to a

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ongoing professional development to provide teacher support to address the social emotional needs of students in K-8 with a focus on middle school.	Professional Development	All	ILT Team	Summer 2012	On-going		
Implement "Leader in Me" with a focus on 5th-8th to establish a culture of Leadership and relationship building	Professional Development	Other student group	5th-8th Grade- Level Teams	Summer 2012	On-going		
All Staff training in June 2012- Implementation training and develop Middle School goals for a calm culture .	Professional Development	Other student group	Administration	Summer 2012	On-going		
Middle School students will read 7 Habits of High Effective People	Instruction	Other student group	Classroom Teacher	Quarter 1	Quarter 1		

**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