CIWP

2012-2014 Continuous Improvement Work Plan

Countee Cullen Elementary School

Rock Island Elementary Network

10650 S Eberhart Ave Chicago, IL 60628

ISBE ID: 150162990252637

School ID: 610004

Oracle ID: 23891

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Mission Statement: At Countee Cullen Elementary, our mission is to offer students a college preparatory educational program, fostering creativity, encouraging integrity, developing an appreciation for diversity and cultivating a strong technological foundation. We are committed to involving staff, students, parents, community members and business partners in our ongoing process of developing a school of excellence.
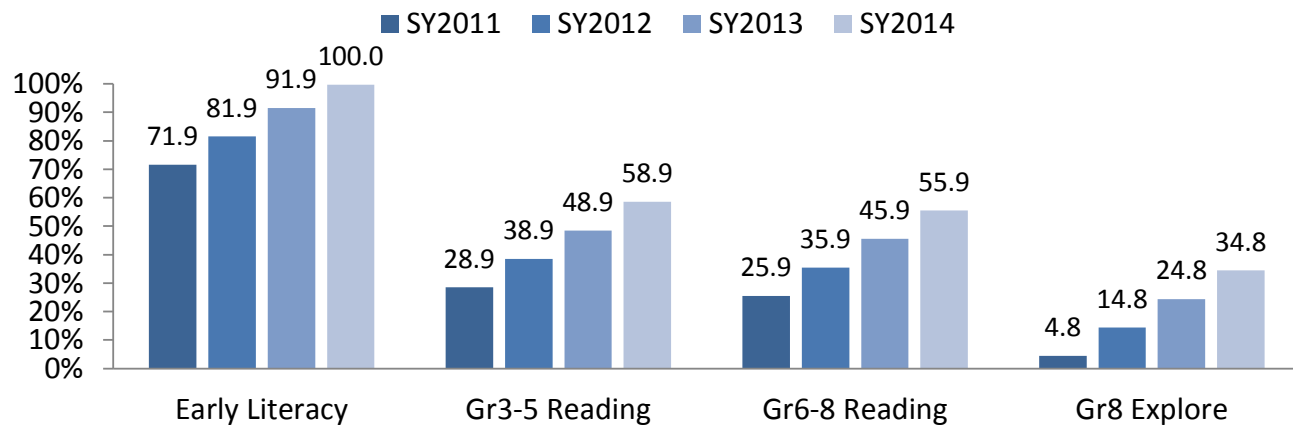
Vision Statement: Countee Cullen will be acknowledged as a school of excellence built upon 100% of our students graduating college and career ready. We envision our students excelling in the ever-changing global marketplace achieving their full potential in their academic, creative, physical, social and moral development.
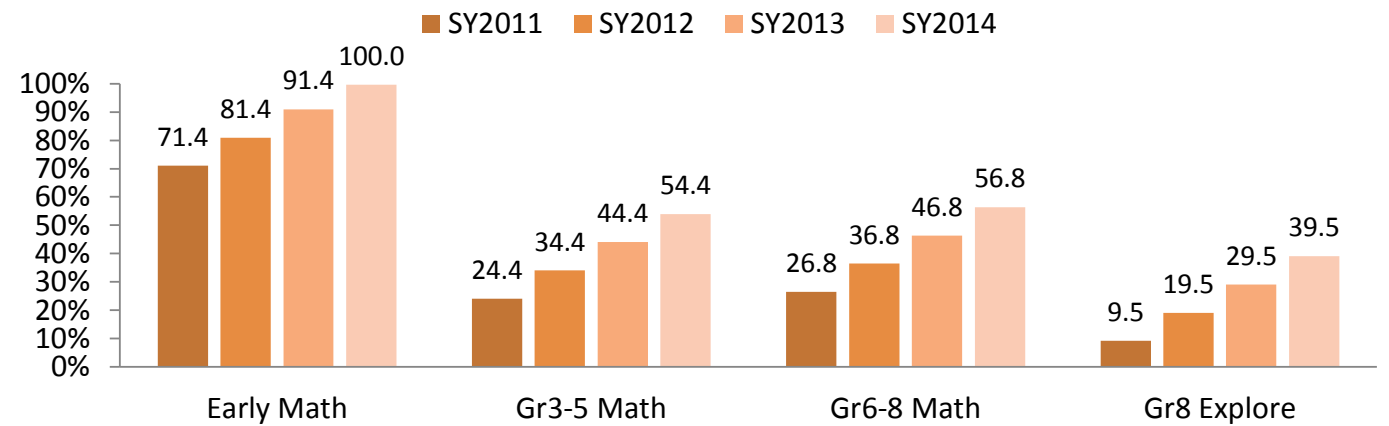
Strategic Priorities

1. Achieve reading growth targets school-wide. English/Language Arts instructors will deliver tiered literacy lessons driven by Common Core State Standards, CPS Literacy Content Framework and Bloom's Taxonomy; while utilizing high quality literary texts.

2. Attain math growth targets school-wide. Math instructors will combine the use of Illinois Learning Standards, Common Core State Standards, CPS Math Content Framework, real world connections, hands on activities, and Bloom's Taxonomy to increase mathematical reasoning and strategic thinking abilities.

3. Achieve science growth targets school-wide. Science instructors will facilitate lessons that incorporate project and inquiry based learning activities utilizing Common Core Standards and Bloom's Taxonomy as lesson planning guides.

4. Establish weekly technology labs that provide teachers with increased assessment flexibility and rapidly identify student mastery and challenges academically. Technology will be integrated in all core subjects. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional

5. Effectively implement Foundations as our school-wide positive behavior intervention and support model.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	71.9	28.9	25.9	4.8
SY2012	81.9	38.9	35.9	14.8
SY2013	91.9	48.9	45.9	24.8
SY2014	100.0	58.9	55.9	34.8

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	71.4	24.4	26.8	9.5
SY2012	81.4	34.4	36.8	19.5
SY2013	91.4	44.4	46.8	29.5
SY2014	100.0	54.4	56.8	39.5

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Countee Cullen 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
Bud C. Bryant	Principal
LaKisha Thigpen	Assistant Principal
Pamela Mayweathers	Classroom Teacher
Ruth Hall	Classroom Teacher
Rita Gertie	Classroom Teacher
Christine Nolen	Classroom Teacher
Kian Lynn (LSC President)	LSC Member
Tondra Pension (PAC President)	Parent/ Guardian
Alicia Penny	Counselor/Case Manager
Deborah Byers	Special Education Faculty

CIWP

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Countee Cullen Elementary School

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	71.9	81.9	91.9	100.0		**Early Math** % of students at Benchmark on mClass	71.4	81.4	91.4	100.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.9	38.9	48.9	58.9		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	24.4	34.4	44.4	54.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.3	65.3	75.3	85.3		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	68.2	78.2	88.2	98.2

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.9	35.9	45.9	55.9		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	26.8	36.8	46.8	56.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.8	55.8	65.8	75.8		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.2	66.2	76.2	86.2

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	4.8	14.8	24.8	34.8		**Explore - Math** % of students at college readiness benchmark	9.5	19.5	29.5	39.5

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.1	95.0	95.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	36.9	26.9	16.9	6.9

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.8	72.0	82.0	92.0	**ISAT - Reading** % of students exceeding state standards	8.1	18.1	28.1	38.1
ISAT - Mathematics % of students meeting or exceeding state standards	74.4	85.0	95.0	100.0	**ISAT - Mathematics** % of students exceeding state standards	9.7	19.7	29.7	39.7
ISAT - Science % of students meeting or exceeding state standards	70.8	81.0	91.0	100.0	**ISAT - Science** % of students exceeding state standards	9.2	19.2	29.2	39.2

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
Goals and theory of action	-->		**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	* Countee Cullen Elementary School has established clear growth targets which are reflected on the Principal's performance scorecard and Elementary Goal Setting page (CIWP). We project 10% growth annually. * Our theory of action outlines the school's priorities, based on the following key levers: 1) Improve Tiered Instruction 2) Plan Lessons with Fidelity 3) Fund/Provide individualized professional development based on student data and staff needs 4) Improve vertical alignment of core curriculum (K-8). Successful attainment of these performance targets will remove Cullen from Level 3 probation.	
Principal Leadership	-->		**2**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	* Principal has developed a clear vision for instructional best practices which is directly aligned to school goals and theory of action. this information is communicated to our learning community to establish goals and growth targets with a focus on progress monitoring and instructional improvement. * To support personnel needs, the Principal continues to provide and fund professional development opportunities to increase staff capacity and target individual needs. Our focus will be domains 2 and 3 (CPS Teaching Framework). * Principal has instituted a system of parent and community empowerment through shared decision-making (PAC and LSC). During our annual goal sessions, parents are provided information on the school's performances and probation level. "Data Chats" are also held to identify growth targets in content areas. We are making progress!	

DIMENSION 1:Leadership

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		2

• A core group of teachers performs nearly all leadership duties in the school.
• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.
• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.
	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):
	-ILT membership
	-Grade/Course team lead
	- RtI team
	-Committee chair or membership
	-Mentor teacher
	-Curriculum team
	-Coach
	-Family liaison
	-Data team
	-Bilingual lead
	-SIPAAA/CWIP team
	-Union representative
	-Grant writer
	• Each teacher has equity of voice in grade/course, ILT and whole staff meetings
	• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools
		* Each teacher has equity of voice in grade level and staff meetings
		* During group meetings, teachers share knowledge about effective practices gained through participation in professional development
		* A core group of teachers are vested in the success of the school through leadership in one or more areas, including:
		   – ILT membership
		   – Grade Level Team Leader
		   – RTI Team membership
		   – CIWP Team membership
		   – Union Representation
		   – Family Liaison
		* We have identified teachers to participate and serve as Cullen's CCTL. This core group of teachers, along with our school's administration, will lead the charge to ensure that students are college and career ready (Summer 2012).	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	* Countee Cullen's ILT consists of teachers with diverse educational experiences and expertise (To include Learning Behavioral Specialist) * The school's ILT develops strategies to improve school-wide pedagogy and determine professional development needs * Each ILT member participates in the decision-making process and commits to disseminating information and ensuring action item compliance * As a team, we continuously self-reflect and develop protocols for improvement * Our ILT analyzes school performance data on a quarterly basis and modifies action items for improvement based on this analysis	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	As a school, we have developed a strategic approach to analyzing data. Currently, classroom teachers assess mastery on a bi-weekly basis. For students that lack mastery, they are provided with tutorial sessions the week following the interim assessment. Our ILT analyzes data on a quarterly basis: 1) Scantron 2) DIBELS 3) mClass 4) Explore. With the results, we identify action items that reflect time lines and responsibilities for implementation. Teachers are also mandated to maintain data binders that reflect real-time student data for review.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	* The school has established a vertical curriculum alignment for all core subjects (K to 8) * Each grade level has a quarterly scope and sequence that outlines the sequential order for standards to be taught * All planning accounts for accommodations and modifications for students with special needs * As a school, CCSS incorporated with Illinois Learning Statements drives instructional planning * As a full inclusive school, all students are exposed to grade level material and age appropriate activities	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	* On an annual basis, students are provided textbooks, new workbooks and practice books for all core subjects; which are aligned to standards * Our instructional material promote differentiation based on student needs * Technological resources are available in every classroom and are integrated across subject areas We continue to seek text that are proven to be aligned to CCSS and promote student growth.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	* Cullen has purchased software to support our local bi-weekly interim assessments. With these programs, teachers have increased their assessment flexibility and are now provided real time data results. Students, whom lack mastery, are scheduled tutorial support the following week. This data also supports our tiered instruction efforts. Our ILT team develops schedules to ensure that we comply with the Network's and central office annual assessment calendars. * A uniform data collection binder exists in all classrooms that provides any observer a snapshot of current student performances * Our Learning Behavior Specialists along with the General Educators meet weekly to ensure that the appropriate accommodations and modifications are implemented for students with special needs	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	* We are continuing our efforts to master the art of instruction by every staff member, in every classroom. We have developed a planning template that incorporates the optimal learning model strategies with our local plan. Staff members have participated in training sessions that focuses on the CPS Teaching Framework and instructional shifts (math and reading). As a school, we will focus on domains 2 and 3 for the 2012-2013 school year. Specifics: * Teachers are in the process of mastering the art of specifying learning objective(s) at the beginning of each lesson * On a weekly basis, teachers are collaborating to effectively plan lessons with fidelity * Bloom's Taxonomy serves as our guide to promote critical thinking and diverse understanding	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	* On a bi-weekly basis, students are assessed on skills identified in our quarterly plans. For students whom lack mastery, they are scheduled to receive tutorial support the week following the interim assessments. Study guides along with parent updates are sent home. Teachers, along with administrators, hold "data chat" sessions to ensure that students are aware of growth targets and parents know what supports are necessary for success. * "I Can" charts are used to track student progress * We have established a RTI team that provides tiered instruction based on bi-weekly assessment results * Cullen's ILT meets bi-weekly to discuss performance and develop/modify action items based on the Performance Management template * As a result of the FSD, begging August 2012, student will be scheduled for intervention blocks daily. Students whom lack skill mastery will receive tutoring support. Those who master skills will receive enrichment.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	* Cullen's professional development opportunities were aligned to local challenges, designed around student performance needs and frequent classroom observations * Our future professional development efforts will focus on student achievement via CCSS, instructional shifts (reading and math), and CPS Framework for Teaching. The delivery of effective tiered instruction will also be a major focus for select staff. ⍰	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	* Teacher teams consist of Learning Behavior Specialists, General Educators and Resource Staff * We have established protocols that govern all Grade Level and ILT meetings * Teachers are scheduled to collaborate on a weekly basis * Grade Level Meetings are attended by administration * General Educators, Interventionists and Learning Behavior Specialists meet approximately every five weeks to discuss progress-monitoring data for students receiving intervention	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	* New staff members are assigned mentor teachers that are highly qualified and receive above average ratings * Individual goal planning sessions are facilitated by administration which are directly aligned to student performance * The school's administration encourages and funds professional development opportunities to support the needs of individual teachers * Pre/Post conferences are conducted for all formal classroom observations * Cross classroom visitation is encouraged and supported by Cullen's faculty * Administrative coaching is provided in the form of modeling to teachers who need assistance with instruction	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	In our efforts to promote high expectations: * EXPLORE informational sessions are held with 8th grade parents to identify ACT College Readiness Standards * Students are provided opportunities to complete interest surveys, identifying curriculum paths, to become proficient in their career choices * School performance goals are posted throughout the building * Business leaders are invited to speak with students about career aspirations, achieving personal goals and remaining focused	
	Relationships -->			**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	* Staff members are assigned to provide frequent support that promotes civility and responsibility * We support and sustain an open door policy to foster empowerment and collaboration * Locally, students with special needs are fully integrated within all academic and social activities * As a school we solicit parent input to encourage shared decision making * We have established relationships with community organizations that provide services for both students and their families	
	Behavior& Safety -->			**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	* Cullen has an established remediation plan aligned to CPS's Uniform Discipline Code * We have effectively implemented components of PBIS to reinforce positive behavior * Staff members are posted and patrol safe passage routes during entry and dismissal Foundations will be the primary program implemented to support efforts to decrease behavior infractions by 10%.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	In our efforts to ensure that all students graduate college and career ready: * Students receive individual data plans that support efforts to achieve growth targets * "Data Chats" are conducted among parents, students, teachers and administration * School performance goals are posted throughout the building * Cullen hosts annual College and Career activities * We continue to recognize perfect attendance performance target achievement monthly	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	* As a school we maintain an main office "open door" policy to foster open communication between school and home * All parents have received parent portal information to monitor individual student grades * Staff members are required to respond within 48 hours to all requests via email or telecommunications * We provide parents and community with monthly updates regarding school activity and meetings	
	Bonding	-->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	* Staff members are assigned to provide frequent support that promotes civility and responsibility * We support and sustain an open door policy to foster empowerment and collaboration * Locally, students with special needs are fully integrated within all academic and social activities * As a school we solicit parent input to encourage shared decision making * We have established relationships with community organizations that provide services for both students and their families	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	* Home visits are conducted by the school's administration and social worker * Cullen partners with community outreach organizations to provide student families' individualized support	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	* As a school, we are developing college and career exploration opportunities through partnerships with local universities and business leaders * As students mature and personal interest evolves, resources remain available to support students with their career paths	
Academic Planning	--->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	* Middle school students will be scheduled for high school algebra * Within our Full School Day planning, students will be exposed to daily enrichment activities that promote academic growth * As part of our technology course, students in middle grades will visit the "What's Next Illinois" website to explore careers and skills required for career success * Middle school teachers are required to plan lessons using the ACT standards * During the summer of 2012, teachers will complete unit planning for the first quarter. As a guide, they will utilize strategies based on CCTL training, content shifts, ACT College Readiness Standards and the CPS Teaching Framework.	
Enrichment & Extracurricular Engagement	--->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Cullen School has partnered with community agencies (i.e. Roseland/Pullman Boys & Girls Club, Boy & Girl Scouts of America, 5th District Police Department & Chicago Park District) to ensure exposure to extracurricular, enrichment and community building opportunities which develops talent and build leadership abilities.	

(left margin: 6: College and Career Readiness Supports)

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	* Cullen's administration hosts Explore meetings with parents to disseminate ACT posters, identify performance targets and empower them with knowledge of testing components * Middle school teachers are required to plan lessons using ACT standards to provide students with exposure to college readiness tasks * In order to manage EXPLORE time constraints, teachers administer timed assessments so that students become acclimated to time limits of the EXPLORE exam	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Students (K-8) participate in our annual College and Career Week activities Middle school students are required to research college and university admission requirements and tuition during technology classes Career counselors are invited to participate in our annual College and Career Week to reinforce college readiness	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	* Cullen hosts an annual Open House to provide parents with grade level requirements for promotion * During the 4th quarter, Cullen's transition system provides parents with next grade level expectations * During the last week of school, students take a "vertical walk" to meet with and learn the expectations of new teachers (next grade level)	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	--->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	* Cullen's Local School Council allocates funding to align with specific needs and calculated priorities, to ensure that we minimize classroom "splits" * On an annual basis, students are provided with textbooks, new workbooks and practice books in all core subjects * Based on student data and classroom observations, funding is allocated to provide staff professional development opportunities to address challenges from the previous school year and staff individual needs	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	* Cullen has a hiring protocol in place, which includes: ILT interviewing, checking references, lesson demonstrations, analyzing lesson plans and discussing strengths and educational philosophy * Grade level teams are created based on teaching talent, subject level expertise, commitment to student learning and collaboration abilities * Local leadership teams are strategically created to include an ensemble of leaders, organizers, motivators and experts * Protocols exist for all grade level and leadership meetings	
	Use of Time	--->		**3**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	* All daily activities are scheduled (i.e. restroom breaks, transitions routes, etc.) * Based on our FSD draft, teachers are scheduled for 5 common planning periods (weekly) * Daily intervention blocks are scheduled to bridge the achievement gaps among our students * Resource personnel are scheduled to provide tiered instruction to students identified as not mastering skills	

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

Mission Statement: At Countee Cullen Elementary, our mission is to offer students a college preparatory educational program, fostering creativity, encouraging integrity, developing an appreciation for diversity and cultivating a strong technological foundation. We are committed to involving staff, students, parents, community members and business partners in our ongoing process of developing a school of excellence.
Vision Statement: Countee Cullen will be acknowledged as a school of excellence built upon 100% of our students graduating college and career ready. We envision our students excelling in the ever-changing global marketplace achieving their full potential in their academic, creative, physical, social and moral development.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Achieve reading growth targets school-wide. English/Language Arts instructors will deliver tiered literacy lessons driven by Common Core State Standards, CPS Literacy Content Framework and Bloom's Taxonomy; while utilizing high quality literary texts.	As a result of our 2012 reading analysis, the following data was assessed to determine this priority: 1) Scantron Reading Data (% of students meeting growth targets, Gains Analysis & percent of students at or above grade level (NPR)) 2) DIBELS (% of students at benchmark) 3) Explore data overtime 4) Bi-weekly Interim Assessment Results. Successful implementation of this instructional shift (school-wide) we will support our efforts to: • Ensure students graduate career and college ready • Improve tiered instruction (CPS Teaching Framework) • Increase the use of informational text exposure • Improve RTI support • Designing professional developments around the individual needs of staff • Integrate Technology Labs Weekly • Plan lessons with fidelity (CPS Teaching Framework)
2	Attain math growth targets school-wide. Math instructors will combine the use of Illinois Learning Standards, Common Core State Standards, CPS Math Content Framework, real world connections, hands on activities, and Bloom's Taxonomy to increase mathematical reasoning and strategic thinking abilities.	The data analyzed to support Cullen's math priority are: 1) mClass Math (% of students at benchmark) 2) Scantron Math Data (% of students meeting growth targets, Gains Analysis & percent of students at or above grade level (NPR)) 3) Explore data overtime 4) Bi-weekly Interim Assessment Results. Successful implementation of this instructional shift (school-wide) will support or efforts to: • Increase the number of students achieving growth targets • Improve tiered instruction • Increase exposure to real world math • Provide improved RTI support • Integrate Technology Labs (weekly) • Ensure students graduate college and career ready

3	Achieve science growth targets school-wide. Science instructors will facilitate lessons that incorporate project and inquiry based learning activities utilizing Common Core Standards and Bloom's Taxonomy as lesson planning guides.	As a result of our 2012 science analysis, the following data was assessed to determine this priority: 1) Scantron Science Data (% of students meeting growth targets &Gains Analysis) 2) Bi-weekly Interim Assessments. Successful implementation will support our efforts to:
		  • Ensure students graduate career and college ready
		  • Increase project and inquiry based learning opportunities
		  • Improve tiered instruction
		  • Increase the use of informational text
		  • Plan lessons with fidelity
		  • Increase the number of students reaching growth targets

4	Establish weekly technology labs that provide teachers with increased assessment flexibility and rapidly identify student mastery and challenges academically. Technology will be integrated in all core subjects. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional resources to increase student engagement.	Cullen's internal technology survey revealed a need to select an alternative interim assessment that would increase teacher flexibility. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional resources to increase student engagement, provide real-time data delivery and improve students' ability to navigate the internet in preparation for the PARCC.
5	Effectively implement Foundations as our school-wide positive behavior intervention and support model.	As a result of our goal to increase positive behaviors and reduce Uniform Discipline Code infractions by 10%, staff will continue to attend Foundations training and participate in norm modeling activities.

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
Achieve reading growth targets school-wide. English/Language Arts instructors will deliver tiered literacy lessons driven by Common Core State Standards, CPS Literacy Content Framework and Bloom's Taxonomy; while utilizing high quality literary texts.	As a result of our 2012 reading analysis, the following data was assessed to determine this priority: 1) Scantron Reading Data (% of students meeting growth targets, Gains Analysis & percent of students at or above grade level (NPR)) 2) DIBELS (% of students at benchmark) 3) Explore data overtime 4) Bi-weekly Interim Assessment Results. Successful implementation of this instructional shift (school-wide) we will support our efforts to:

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All English/Language Arts instructors will be highly qualified	Staffing	All	Principal Assistant Principal	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Purchase High Quality Literary Text	Instructional Materials	All	Principal Assistant Principal School Clerk	Summer 2012	On-going	On-Track	
Purchase High Quality Literary Workbooks	Instructional Materials	All	Principal Assistant Principal School Clerk	Summer 2012	Summer 2012	On-Track	
Purchase English/Language Arts supplemental material	Instructional Materials	All	Princiipal Assistant Principal School Clerk	Summer 2012	Summer 2012	On-Track	
Analyze Reading Assessment Data	ILT/ Teacher Teams	All	Principal Assistant Principal ILT CCTL	Summer 2012	On-going	On-Track	The 2011 school year analyses of EOY Scantron Data, DIBELS and ISAT will be completed during the summer of 2012. NWEA analyses will begin in Quarter 1.
CCTL will provide CCSS & CPS Literacy Content Framework professional development sessions focusing on English/Language Arts	ILT/ Teacher Teams	All	Principal Assistant Principal CCTL	Summer 2012	Summer 2012	On-Track	
Connect Common Core State Standards & CPS Literacy Content Framework to instructional priorities	Professional Development	All	Principal Assistant Principal CCTL Literacy Instructors SECAs	Summer 2012	Summer 2012	On-Track	

Strategic Priority 1

Vertically align Language Arts curriculum and Unit Planning for Quarter 1	Instruction	All	Principal Assistant Principal ILT Members E/LA Insructors	Summer 2012	Quarter 1	On-Track	
Vertically align Language Arts curriculum and Unit Planning for Quarter 2	Instruction	All	Principal Assistant Principal ILT Members E/LA Instructors	Quarter 1	Quarter 2	On-Track	
Vertically align Language Arts curriculum and Unit Planning for Quarter 3	Instruction	All	Principal Assistant Principal ILT Members E/LA Instructors	Quarter 2	Quarter 3	On-Track	
Vertically align Language Arts curriculum and Unit Planning for Quarter 4	Instruction	All	Principal Assistant Principal ILT Members E/LA Instructors	Quarter 3	Quarter 4	On-Track	
Observe instructional delivery for fidelity and effective differentiation	Instruction	All	Principal Assistant Principal	Quarter 1	Quarter 4	On-Track	
Analyze EXPLORE Assessment Data	Instruction	Other student group	Principal Assistant Principal Upper Grade E/LA Instructor	Summer 2012	Quarter 1	On-Track	
Develop an EXPLORE action plan	Instruction	Other student group	Principal Assistant Principal Upper Grade E/LA Instructor	Summer 2012	Quarter 1	On-Track	
Establish a budget or Saturday E/LA Enrichment/Intervention classes	After School/ Extended Day	All	Principal Assistant Principal	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Host Quarterly E/LA Parent Training Sessions	Parental Involvement	All	Assistant Principal E/LA Instructors	Quarter 1	Quarter 4	On-Track	
Write grants securing funds to enhance our E/LA program	LSC/ PAC/ PTA	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	
Purchase E/LA instructional supplies	Supplies	All	Principal Assistant Principal Clerk	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Provide differentiated instruction supports to targeted E/LA instructors to improve pedagogy	Instruction	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	

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
Attain math growth targets school-wide. Math instructors will combine the use of Illinois Learning Standards, Common Core State Standards, CPS Math Content Framework, real world connections, hands on activities, and Bloom's Taxonomy to increase mathematical reasoning and strategic thinking abilities.	The data analyzed to support Cullen's math priority are: 1) mClass Math (% of students at benchmark) 2) Scantron Math Data (% of students meeting growth targets, Gains Analysis & percent of students at or above grade level (NPR)) 3) Explore data overtime 4) Bi-weekly Interim Assessment Results. Successful implementation of this instructional shift (school-wide) will support or efforts to:

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Math instructors will be highly qualified	Staffing	All	Principal Assistant Principal	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Purchase High Quality Mathematics Material	Instructional Materials	All	Principal Assistant Principal School Clerk	Quarter 4	Summer 2012	On-Track	
Purchase Mathematics Workbooks	Instructional Materials	All	Principal Assistant Principal School Clerk	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Purchase Mathematics supplemental material	Instructional Materials	All	Princiipal Assistant Principal School Clerk	Quarter 4	Summer 2012	On-Track	
Analyze Mathematics Assessment Data	ILT/ Teacher Teams	All	Principal Assistant Principal ILT CCTL	Summer 2012	Summer 2012	On-Track	The 2011 school year analyses of EOY Scantron Data, mClass and ISAT will be completed during the summer of 2012. NWEA analyses will begin in Quarter 1.
CCTL will provide CCSS & CPS Mathematics Content Framework professional development sessions focusing on Mathematics	ILT/ Teacher Teams	All	Principal Assistant Principal CCTL	Summer 2012	Summer 2012	On-Track	
Connect Common Core State Standards & CPS Mathematics Content Framework to instructional priorities	Professional Development	All	Principal Assistant Principal CCTL Mathematics Instructors SECAs	Summer 2012	Summer 2012	On-Track	

Strategic Priority 2

Vertically align Mathematics curriculum and Unit Planning for Quarter 1	Instruction	All	Principal Assistant Principal ILT Members Mathematics Instructors	Summer 2012	Quarter 1	On-Track	
Vertically align Mathematics curriculum and Unit Planning for Quarter 2	Instruction	All	Principal Assistant Principal ILT Members Mathematics Instructors	Quarter 1	Quarter 2	On-Track	
Vertically align Mathematics curriculum and Unit Planning for Quarter 3	Instruction	All	Principal Assistant Principal ILT Members Mathematics Instructors	Quarter 2	Quarter 3	On-Track	
Vertically align Mathematics curriculum and Unit Planning for Quarter 4	Instruction	All	Principal Assistant Principal ILT Members Mathematics Instructors	Quarter 3	Quarter 4	On-Track	
Observe instructional delivery for fidelity and effective differentiation	Instruction	All	Principal Assistant Principal	Quarter 1	Quarter 4	On-Track	
Analyze EXPLORE Assessment Data	Instruction	Other student group	Principal Assistant Principal Upper Grade Mathematics Instructor	Summer 2012	Quarter 1	On-Track	
Develop an EXPLORE action plan	Instruction	Other student group	Principal Assistant Principal Upper Grade Mathematics Instructor	Summer 2012	Quarter 1	On-Track	
Establish a budget or Saturday Mathematics Enrichment/Intervention classes	After School/ Extended Day	All	Principal Assistant Principal	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Host Quarterly Mathematics Parent Training Sessions	Parental Involvement	All	Assistant Principal Mathematics Instructors	Quarter 1	Quarter 4	On-Track	
Write grants securing funds to enhance our Mathematics program	LSC/ PAC/ PTA	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	

2012-2014 Continuous Improvement Work Plan

Countee Cullen Elementary School

Strategic Priority 2

Purchase Mathematics Instructional supplies	Supplies	All	Principal Assistant Principal Clerk	Quarter 4	Summer 2012	On-Track	

2012-2014 Continuous Improvement Work Plan

Countee Cullen Elementary School

Strategic Priority 3

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

Strategic Priority Description	Rationale
Achieve science growth targets school-wide. Science instructors will facilitate lessons that incorporate project and inquiry based learning activities utilizing Common Core Standards and Bloom's Taxonomy as lesson planning guides.	As a result of our 2012 science analysis, the following data was assessed to determine this priority: 1) Scantron Science Data (% of students meeting growth targets &Gains Analysis) 2) Bi-weekly Interim Assessments. Successful implementation will support our efforts to: • Ensure students graduate career and college ready

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Science instructors will be highly qualified	Staffing	All	Principal Assistant Principal	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Purchase High Quality Science Material	Instructional Materials	All	Principal Assistant Principal School Clerk	Summer 2012	Summer 2012	On-Track	
Purchase Science Workbooks	Instructional Materials	All	Principal Assistant Principal School Clerk	Summer 2012	Summer 2012	On-Track	
Purchase Science supplemental material	Instructional Materials	All	Princiipal Assistant Principal School Clerk	Summer 2012	Summer 2012	On-Track	
Analyze Science Assessment Data	ILT/ Teacher Teams	All	Principal Assistant Principal ILT	Summer 2012	Summer 2012	On-Track	
ILT will provide CCSS professional development sessions focusing on Science	ILT/ Teacher Teams	All	Principal Assistant Principal ILT	Summer 2012	Summer 2012	On-Track	
Connect Common Core State Standards & ISBE Science Framework Statements to instructional priorities	Professional Development	All	Principal Assistant Principal CCTL Science Instructors SECAs	Summer 2012	Summer 2012	On-Track	

Strategic Priority 3

Vertically align Science curriculum and Unit Planning for Quarter 1	Instruction	All	Principal Assistant Principal ILT Members Science Instructors	Summer 2012	Quarter 1	On-Track	
Vertically align Science curriculum and Unit Planning for Quarter 2	Instruction	All	Principal Assistant Principal ILT Members Science Instructors	Quarter 1	Quarter 2	On-Track	
Vertically align Science curriculum and Unit Planning for Quarter 3	Instruction	All	Principal Assistant Principal ILT Members Science Instructors	Quarter 2	Quarter 3	On-Track	
Vertically align Science curriculum and Unit Planning for Quarter 4	Instruction	All	Principal Assistant Principal ILT Members Science Instructors	Quarter 3	Quarter 4	On-Track	
Observe instructional delivery for fidelity and effective differentiation	Instruction	All	Principal Assistant Principal	Quarter 1	Quarter 4	On-Track	
Analyze EXPLORE Assessment data to make informed instructional decisions	Instruction	Other student group	Principal Assistant Principal Upper Grade Science Instructor	Summer 2012	Quarter 1	On-Track	
Develop an EXPLORE action plan	Instruction	Other student group	Principal Assistant Principal Upper Grade Science Instructor	Quarter 1	Quarter 1	On-Track	
Establish a budget or Saturday 4th & 7th Grade Science Enrichment/Intervention classes	After School/ Extended Day	All	Principal Assistant Principal	Quarter 4	Quarter 4	Completed	Quarter 4 school year 2011
Host Science Fair Parent Information Sessions	Parental Involvement	All	Assistant Principal Science Instructors	Quarter 1	Quarter 2	On-Track	
Write grants securing funds to enhance our Science program	LSC/ PAC/ PTA	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	

Strategic Priority 3

Purchase Science Instructional supplies	Supplies	All	Principal Assistant Principal Clerk	Summer 2012	Summer 2012	On-Track	
Purchase Science Lab kits	Instructional Materials	All	Principal Assistant Principal Clerk	Summer 2012	Quarter 4	On-Track	
Provide differentiated instruction supports to targeted Science instructors to improve pedagogy	Instruction	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	

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
Establish weekly technology labs that provide teachers with increased assessment flexibility and rapidly identify student mastery and challenges academically. Technology will be integrated in all core subjects. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional resources to increase student engagement.	Cullen's internal technology survey revealed a need to select an alternative interim assessment that would increase teacher flexibility. With infrastructure improvements, we will establish virtual labs that provide teachers with additional instructional resources to increase student engagement, provide real-time data delivery and improve students' ability to navigate the internet in preparation for the PARCC.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Improve technology infrastructure and virtual labs	Equipment/ Technology	All	Principal Assistant Principal Clerk	Summer 2012	On-going	On-Track	
Purchase Study Island	Equipment/ Technology	All	Principal Assistant Principal Clerk	Summer 2012	Summer 2012	On-Track	
Schedule weekly technology labs	Instruction	All	Principal Assistant Principal	Summer 2012	Quarter 1	On-Track	
Develop web tasks to improve internet navigation skills	Instruction	All	Principal Assistantn Principal Technology Instructor	Quarter 1	Quarter 4	On-Track	
Educational staff will be trained on NWEA assessment & data analysis	Professional Development	All	Principal Assistant Principal ILT	Summer 2012	Quarter 1	On-Track	
Create an online parent survey	Parental Involvement	All	Principal Assistant Principal	Summer 2012	Quarter 1	On-Track	Focus - Improve parent and school relations
Host an Open House and provide parents with internet training and resources	Parental Involvement	All	Principal Assistant Principal	Quarter 1	Quarter 1	On-Track	

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Effectively implement Foundations as our school-wide positive behavior intervention and support model.	As a result of our goal to increase positive behaviors and reduce Uniform Discipline Code infractions by 10%, staff will continue to attend Foundations training and participate in norm modeling activities.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop school-wide behavior norms: •Corridor •Restroom •Cafeteria •Playground •Classroom	Professional Development	All	Assistant Principal	Quarter 1	Quarter 1	On-Track	
Staff will participate in norm modeling activities such as: •Assemblies •"Skits"	Instruction	All	Assistant Principal Staff	Quarter 1	Quarter 4	On-Track	
Establish behavior contracts (parents & students)	Parental Involvement	All	Principal Assistant Principal Staff Students Parents	Quarter 1	On-going	On-Track	
Implement an incentive program to recognize students for displaying appropriate behavior aligned to behavior norms	LSC/ PAC/ PTA	All	Administration ILT LSC PAC	Quarter 1	Quarter 4	On-Track	
Establish school-wide collaborative teams	Professional Development	All	Principal Assistant Principal	Summer 2012	Summer 2012	On-Track	
Write grants securing funds to enhance Cullen's Foundation program	LSC/ PAC/ PTA	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	
Attend CHAMPS workshops to gain knolwedge on effectively training classroom teachers to implement positive behavior intervention strategies within the classroom	Professional Development	All	Assistant Principal	Summer 2012	Summer 2013	On-Track	

Strategic Priority 5