



2012-2014 Continuous Improvement Work Plan

Lazaro Cardenas Elementary School

Pilsen-Little Village Elementary Network

2345 S Millard Ave Chicago, IL 60623

ISBE ID: 150162990252783

School ID: 610024

Oracle ID: 24051



Mission Statement

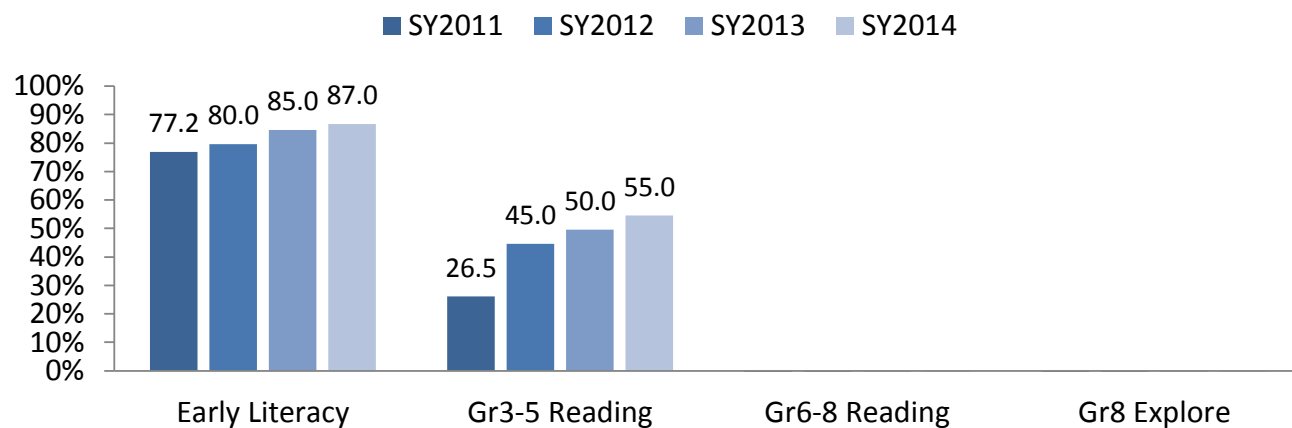
At Cárdenas we maintain high expectations for all members of the school community (students, parents, and staff). As educators we lay the foundation for college and career readiness. We strongly believe that all students will learn through rigorous and differentiated classroom instruction. Every child will have an equal opportunity to be educated in a safe and positive environment.

Strategic Priorities

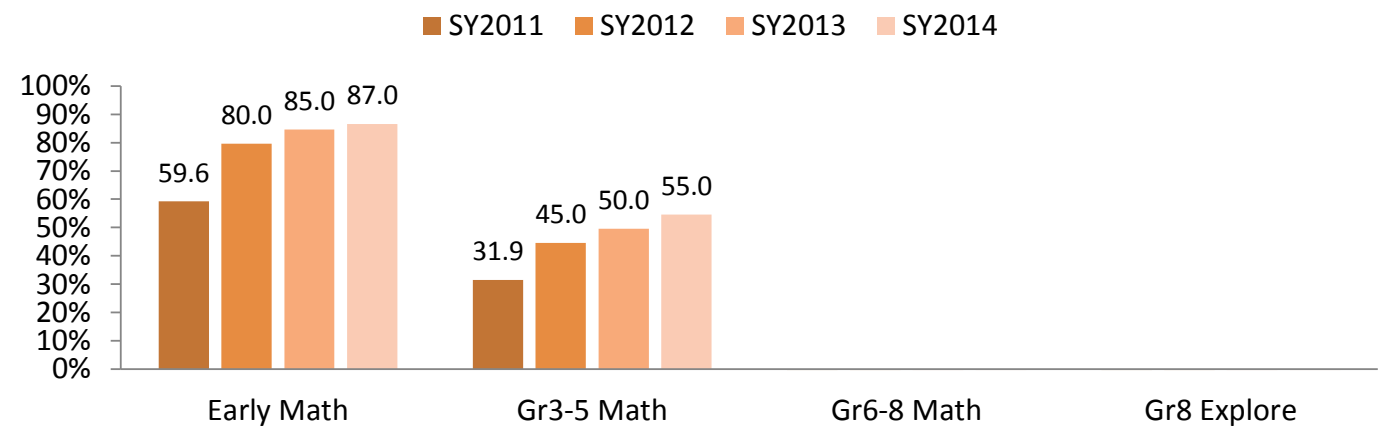
1. We will focus on strengthening our implementation of Reader's Workshop (mini-lesson instruction, guided reading, independent reading, and conferencing) to increase our student achievement in literacy in order to help students become college and career ready.
2. Develop and revise English Language Arts units with high-level tasks (as measured by the Depths of Knowledge) aligned to the Chicago Public Schools Content Framework which is aligned to Common Core State Standards.
3. Students will receive intervention and acceleration strategies during small group and centers for Literacy and Math based upon screener data (DIBELS/IDEL, TRC, MCLASS Math, NWEA) and progress monitoring data (DIBELS/IDEL and MCLASS Math).
4. Students in the Transitional Bilingual Education model will receive explicit English Language Development instruction using EL Achieve. Students will be provided instruction according to their ACCESS proficiency level to support their transition to English instruction.

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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Lazaro Cardenas 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
Dr. Jeremy Feiwell	Principal
Marisela Ramirez	Assistant Principal
Michelle Arriola	Special Education Faculty
Denise Benbrook	Classroom Teacher
Cindy Calderon	Classroom Teacher
Brian Clark	Classroom Teacher
Teresa Soto	ELL Teacher
Marlene Baer	Classroom Teacher
Karla Hidalgo-Lebron	Lead/ Resource Teacher
Emily Angelo	Lead/ Resource Teacher
Cynthia Siston	Counselor/Case Manager



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	77.2	80.0	85.0	87.0		Early Math % of students at Benchmark on mClass	59.6	80.0	85.0	87.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.5	45.0	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	31.9	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.4	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.7	60.0	70.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	N/A	N/A	N/A		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	N/A	N/A	N/A
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	N/A	N/A	N/A		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	N/A	N/A	N/A
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	N/A	N/A	N/A		Explore - Math % of students at college readiness benchmark	NDA	N/A	N/A	N/A



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	3.2	2.5	2.3	2.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.4	65.0	67.0	69.0		ISAT - Reading % of students exceeding state standards	15.8	17.0	18.0	19.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.5	86.6	87.0	88.0		ISAT - Mathematics % of students exceeding state standards	26.3	30.0	31.0	32.0
ISAT - Science % of students meeting or exceeding state standards	NDA	N/A	N/A	N/A		ISAT - Science % of students exceeding state standards	NDA	N/A	N/A	N/A

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We have an established Theory of action that has measurable goals based upon current data.</p> <p>We have developed learning cycles that have separate goals aligned with the Theory of Action.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>There is an established professional learning community through grade level meetings and vertical team meetings.</p> <p>Ongoing instructional monitoring through learning walks, data monitoring, informal, and formal observations.</p> <p>Principal provides necessary resources for classroom instruction.</p> <p>Established partnership with professional development organization (Children's Literacy Initiative).</p> <p>Empowers families with meeting their needs with parent meeting choices related to self-help topics and curriculum topics.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are invested in the success of the school. Each teacher participates in one or more teams as listed in the effective school category.</p> <p>Teachers are provided a voice in the direction of the school and the needs of their classroom.</p> <p>Teachers visit other classrooms in the school to learn best practices in order to improve their own instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT is represented by all grades and populations (general education, special education, bilingual education). ILT communicates effectively with their grade levels. ILT reviews data when applicable.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Teachers have individual goal setting meetings with principal and assistant principal. Performance Management sessions take place to review data and share strategies for student improvement. Teachers and administrators monitor all data (grades, attendance, DIBELS/IDEL, TRC, mclass Math, Scantron, etc...).</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers at each grade level plan together.</p> <p>There is a scope and sequence for each content area (reading, math, science, social science, and writing).</p> <p>Teachers developed a writing framework for each quarter at each grade K-3.</p> <p>Teachers implemented a school-wide literacy skills calendar.</p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>All classrooms have non-fiction, fiction, leveled readers, and guided reading sets.</p> <p>13 grant with Children's Literacy Initiative has improved classroom libraries.</p> <p>Instructional materials are equally available in Spanish and English for all students.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>There are common assessments at each grade level for all students. School assessments and district assessments are given to all students.</p> <p>There are accommodations for English Language Learners and students with identified IEP's.</p> <p>There are a variety of assessments (curriculum related, standards based, student products, observation, project based).</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers use all available data when planning instruction. Lessons planning is standards based with the Illinois Learning Standards and the Common Core State Standards. Teachers introduce desired learning outcomes with all lessons. Teachers use the Depths of Knowledge to set a level of rigor with student tasks and student outcomes. Teachers scaffold instruction, ask higher order questions, and continually monitor progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>All students in K-2 take initial screeners (DIBELS/IDEL, TRC, mclass Math). Students in 3rd grade take Scantron, which next year will be NWEA.</p> <p>When students perform at low levels on the screener they are moved to tier 2 of RtI. At tier 2 the teacher implements different interventions. What we notice is that the implementation of interventions is inconsistent across the school and across grade levels.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development planned using the school data and is aligned to the school priorities and the Theory of Action. Professional development sessions build upon past professional development.</p> <p>Implementation of learned material from professional development is monitored via learning walks, informal observations, and formal observations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers plan instruction as a grade level on a weekly basis. Teachers discuss student assessments and desired learning outcomes as a grade level. Teachers feel shared accountability regarding student achievement. Teams include representatives from general education, special education, and bilingual education. Common planning time allows for additional planning during the school day.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers are open to instructional coaching. Children's Literacy Initiative i3 grant has provided K, 1, and 3 teachers with an incredible amount of coaching around environment, planning, instruction, and reflection. Lead Literacy Teacher and Bilingual Lead Teacher work with individual teachers to help improve implementation of instructional best practices. Teachers visit other teacher's classrooms to view best practices in action.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>We are a PK-3 school. Teachers discuss expectations for students with students in a whole group setting and individually.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Everything listed in the effective school box is applicable to Cardenas School.</p> <p>Students come first and the staff demonstrates that. General education, special education, and bilingual education students are afforded the same learning and social opportunities at the school. Staff take the time to get to know the students and parents always exhibiting respectful communication practices.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Each classroom has social contracts where the students and the teachers work together to establish norms for everyone.</p> <p>All members of the school community understand the importance of welcoming anyone who walks through our doors and working with them to make their time at Cardenas a pleasant experience. There is a common understanding of how behavior and safety issues are handled.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Expectations for students and parents are outlined in the parent handbook each year as well as at open house and the initial parent meeting of the year.</p> <p>Teachers are in constant communication through conversations and newsletters regarding expectations for learning and behavior.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>There is consistent two-way communication between parents and school staff.</p> <p>Teachers communicate orally before, during, and after school with parents.</p> <p>Teachers send progress reports home at formal periods and informal periods of the year.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school environment is welcoming to any individual who enters the building.</p> <p>The staff works with parents to engage them in the school encouraging them to attend meetings and events.</p> <p>Parents are invited and asked to participate in all school activities.</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Administrative team, teachers and specialized services team all look to assist and follow-through with students and families in need of additional support outside of the school. Everyone understands that besides academics we are here to work with people and help them in any way we possibly can.	
	College & Career Exploration and election ----->			
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	N/A We are a Pre-K to 3rd grade school.	
Academic Planning ----->				
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>N/A We are a Pre-K to 3rd grade school.</p> <p>We do push the importance of the future for students and encourage them about school paving the path for a successful life.</p>	
Enrichment & Extracurricular Engagement ----->			2	
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	As a Pre-K to 3rd grade school we do not have many extracurricular activities or opportunities for students. The majority of this is because of resources and the safety/security issues in the community.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	N/A We are a Pre-K to 3rd grade school.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A We are a Pre-K to 3rd grade school.	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	We have one major transition at Cardenas, 3rd grade to 4th grade. The 3rd graders leave Cardenas and the majority of them go to Castellanos. Each June we walk to Castellanos where they learn about what their experience at Castellanos will be like. At Cardenas each grade level visits the grade level above them at the end of the year to become familiar with the next grade level.	

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
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Majority of discretionary funds are used to lower class size. The remaining funds are used to support the school priorities of literacy, math, and bilingual education.</p> <p>All teachers are treated equally with resource allocation. Teachers are provided with all needed supplies and materials.</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>There is thought and purpose behind the design of grade level teams. When we have to hire teachers we look for individuals who have the personality traits that match the teachers and the expectations we have as a school. We do not do the extensive search process as detailed in the effective school model.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>All schedules are aligned to best practices for students at a particular grade level and student needs.</p> <p>Teachers have common planning time during the day.</p> <p>There is time dedicated to differentiation in the literacy block which will be expanded next year incorporating the acceleration/intervention strategy in our full school day plan.</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

At Cárdenas we maintain high expectations for all members of the school community (students, parents, and staff). As educators we lay the foundation for college and career readiness. We strongly believe that all students will learn through rigorous and differentiated classroom instruction. Every child will have an equal opportunity to be educated in a safe and positive environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	We will focus on strengthening our implementation of Reader's Workshop (mini-lesson instruction, guided reading, independent reading, and conferencing) to increase our student achievement in literacy in order to help students become college and career ready.	Our early literacy data indicates that 77% of the students in K-2 are at Benchmark (at grade level) on the DIBELS/IDEL. Our TRC data indicates that currently 71% of students in K-2 comprehend at grade level.
2	Develop and revise English Language Arts units with high-level tasks (as measured by the Depths of Knowledge) aligned to the Chicago Public Schools Content Framework which is aligned to Common Core State Standards.	26.5% of the students in 3rd grade are at grade level on the reading Scantron Assessment. The literacy instruction is good, but needs to be more rigorous and better connected to the Common Core State Standards to increase student achievement in literacy.
3	Students will receive intervention and acceleration strategies during small group and centers for Literacy and Math based upon screener data (DIBELS/IDEL, TRC, MCLASS Math, NWEA) and progress monitoring data (DIBELS/IDEL and MCLASS Math).	We scored our school a "2" in "Intervention" on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.
4	Students in the Transitional Bilingual Education model will receive explicit English Language Development instruction using EL Achieve. Students will be provided instruction according to their ACCESS proficiency level to support their transition to English instruction.	Our school has 60 percent of the student population in the Transitional Bilingual Program. Less than 20 percent of the students in 3rd grade are eligible to transition out of the program.
5	Optional	



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
Develop and revise English Language Arts units with high-level tasks (as measured by the Depths of Knowledge) aligned to the Chicago Public Schools Content Framework which is aligned to Common Core State Standards.	26.5% of the students in 3rd grade are at grade level on the reading Scantron Assessment. The literacy instruction is good, but needs to be more rigorous and better connected to the Common Core State Standards to increase student achievement in literacy.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize common planning time for aligning lesson planning to Common Core State Standards.	ILT/ Teacher Teams	All	Grade Level Teachers and Administrative Team	On-going	On-going		
Review Common Core State Standard work from Early Adopter States.	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 2		
Network summer professional development on Common Core unit planning.	Professional Development	All	LLT/BLT/Teacher Leaders and Administrative Team	Summer 2012	Summer 2012		
Whole staff professional development on Common Core unit planning and assessments.	Professional Development	All	Administrative Team and Teachers trained in June 2012	Summer 2012	On-going		
Evaluate current literacy materials for alignment to Common Core State Standards.	Instructional Materials	All	LLT/BLT and Teachers	On-going	Quarter 1		
Purchase needed materials in literacy to support instruction aligned to the Common Core State Standards.	Instructional Materials	All	Principal and Assistant Principal	On-going	On-going		
Align work with Children's Literacy Initiative to the Common Core State Standards.	ILT/ Teacher Teams	All	LLT/BLT/CLI and Principal & Assistant Principal	On-going	Summer 2013		
Ensure assessments in literacy are aligned to the Common Core State Standards.	ILT/ Teacher Teams	All	Grade Level Teachers and Administrative Team	Quarter 1	On-going		

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
Students will receive intervention and acceleration strategies during small group and centers for Literacy and Math based upon screener data (DIBELS/IDEL, TRC, MCLASS Math, NWEA) and progress monitoring data (DIBELS/IDEL and MCLASS Math).	We scored our school a "2" in "Intervention" on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to implement DIBELS/IDEL/MCLASS Math and TRC in grades K-2 as a screener for all students.	Other	All	LLT/Grade Level Teachers in K-2	On-going	On-going		
Look to implement BAS in 3rd grade as a literacy screener.	Other	All	LLT/BLT and Grade Level Teachers in 3rd	Summer 2012	Summer 2012		
Provide training to teachers on BAS if used as a literacy screener in 3rd grade.	Other	All	LLT/BLT and Grade Level Teachers in 3rd	Summer 2012	Quarter 1		
Train 2nd and 3rd grade teachers on NWEA	Other	All	LLT/BLT and Grade Level Teachers in 2nd/3rd	Summer 2012	Quarter 1		
Use NWEA as a screener at 3rd grade in literacy and math.	Other	All	LLT/BLT and Grade Level Teachers in 3rd	On-going	On-going		
Provide training to all classroom teachers on best practices with intervention strategies.	Instruction	All	Case Manager/Special Education Teachers/Principal and Assistant Principal	Summer 2012	Summer 2013		
Provide additional training on how to identify a student with potential special needs.	Instruction	All	Case Manager/Special Education Teachers/Principal and Assistant Principal	Summer 2012	Summer 2013		
Develop a plan that streamlines the Rtl process better so everyone understands Rtl.	Other	All	Case Manager & Principal	Summer 2012	Quarter 1		

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
Students in the Transitional Bilingual Education model will receive explicit English Language Development instruction using EL Achieve. Students will be provided instruction according to their ACCESS proficiency level to support their transition to English instruction.	Our school has 60 percent of the student population in the Transitional Bilingual Program. Less than 20 percent of the students in 3rd grade are eligible to transition out of the program.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase needed materials for EL Achieve	Instructional Materials	English Language Learners	Principal	Summer 2012	Quarter 1		
Provide training to teachers on EL Achieve.	Professional Development	English Language Learners	BLT/Principal and Assistant Principal	Summer 2012	Quarter 2		
Purchase more guided reading books in Spanish for native speakers and in English for transitioning students.	Instructional Materials	English Language Learners	BLT/LLT/Teachers Principal and A.P.	Summer 2012	On-going		
Identify additional multimedia (software/audio CD's) to purchase to support classroom instruction in the native language.	Instructional Materials	English Language Learners	BLT/LLT/Teachers	Summer 2012	On-going		
Identify an end of year proficiency assessment for ELL students.	Other	English Language Learners	BLT/Principal and Assistant Principal	Quarter 1	Quarter 3		
Purchase more professional books for bilingual teachers on best practices for ELL's.	Instructional Materials	English Language Learners	BLT/LLT/Teachers/Principal & A.P.	Quarter 1	On-going		
Educate entire staff on the TBE program at Cardenas School.	Parental Involvement	English Language Learners	BLT/Principal and Assistant Principal	Summer 2012	Summer 2012		

