



2012-2014 Continuous Improvement Work Plan

Rudyard Kipling Elementary School

Rock Island Elementary Network
9351 S Lowe Ave Chicago, IL 60620
ISBE ID: 150162990252300
School ID: 610027
Oracle ID: 24081



Mission Statement

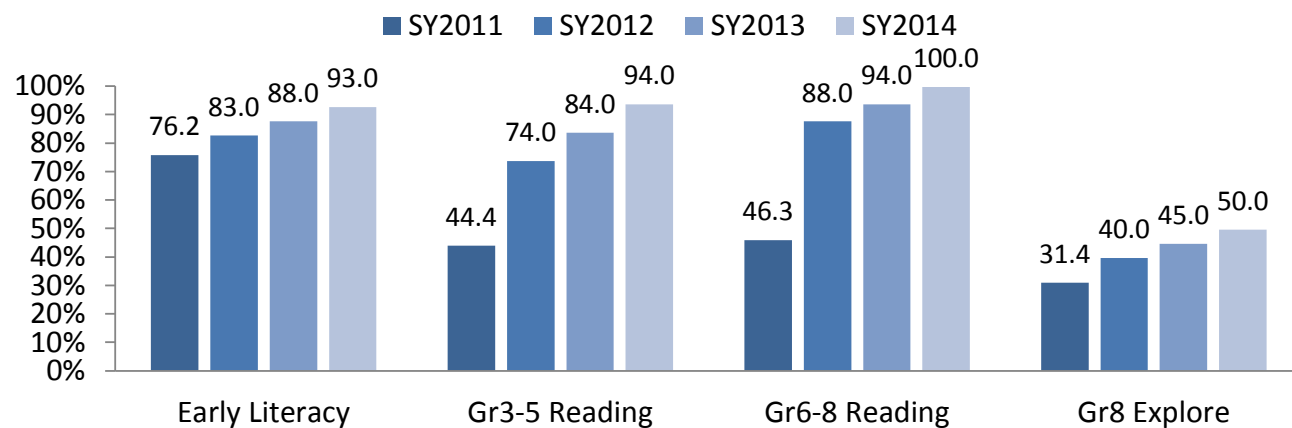
We will develop an interactive and rigorous instructional blueprint that will flourish students of every ability to become responsible, critical, independent and reflective thinkers. As a learning community we are committed to practice self-reflection through analyzing data, and engaging in professional development that develops our student's progress from kindergarten through 8th grade. We will create and foster family, student, teacher and community partnerships to prepare students with core academic thereby preparing for the 21st century workforce.

Strategic Priorities

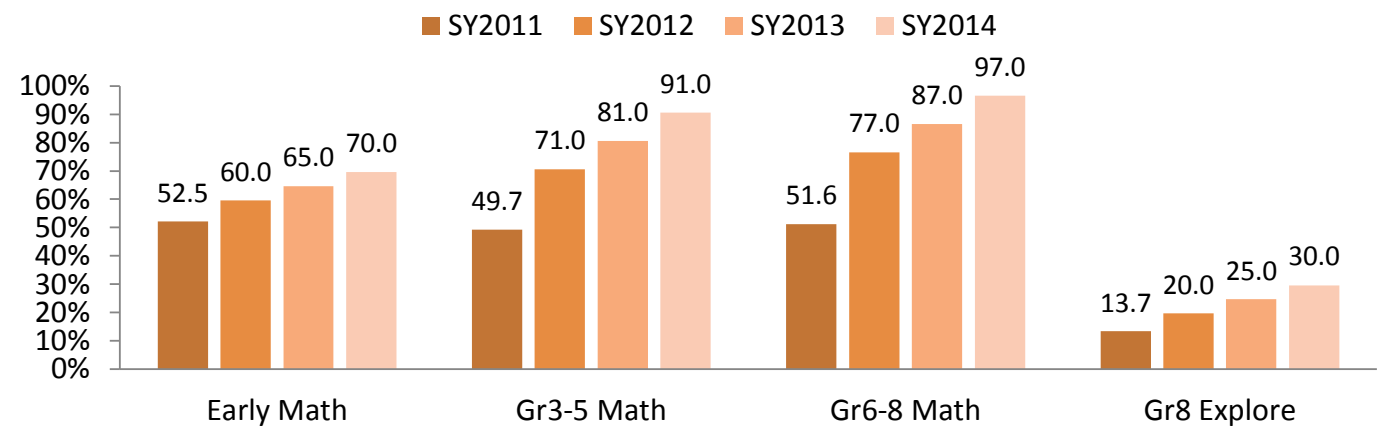
1. Provide instructional rigor that shows evidence of all students demonstrating higher levels of learning.
2. Provide on-going professional development to increase teacher capacity in content knowledge and scaffolded instruction in English/language arts (including reading throughout the content areas) and mathematics.
3. Provide increased time and structure for various teams to collaborate in order to meet the academic needs of all students.

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:	Rudyard Kipling 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
LaWanda M. Bishop	Principal
Meredith Bazzoli	Special Education Faculty
Regina Gooden-Hampton	Assistant Principal
Ellen Houze	Classroom Teacher
Dedria Jackson	Classroom Teacher
Theressa O'Connell	Classroom Teacher
Virdell Scott	Classroom Teacher
Nadine Tyson	Special Education Faculty
Larnce White	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	76.2	83.0	88.0	93.0		Early Math % of students at Benchmark on mClass	52.5	60.0	65.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.4	74.0	84.0	94.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	49.7	71.0	81.0	91.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.5	75.0	85.0	95.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.2	68.0	78.0	88.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.3	88.0	94.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.6	77.0	87.0	97.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.3	60.0	70.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.1	67.0	77.0	87.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	31.4	40.0	45.0	50.0		Explore - Math % of students at college readiness benchmark	13.7	20.0	25.0	30.0



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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	94.7	97.0	98.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	23.4	20.0	15.0	10.0

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	77.9	93.0	93.0	100.0		ISAT - Reading % of students exceeding state standards	21.2	31.0	46.0	51.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.6	93.0	93.0	100.0		ISAT - Mathematics % of students exceeding state standards	20.9	31.0	46.0	51.0
ISAT - Science % of students meeting or exceeding state standards	78.6	93.0	93.0	100.0		ISAT - Science % of students exceeding state standards	5.8	10.0	15.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We begin each school year with an All Staff data analysis PD of standardized test scores, which aligns to measurable goals. This is followed by grade level data conversations between teachers and administration to establish a plan of action for All students in individual grades and strategic instructional methods. These data conversations with administration are ongoing throughout the school year. College and career readiness is an area of needed growth as it focus is primarily with the middle grades. More focus needs to be given school-wide to college and career readiness beginning in the early grades. We do not have, but seek to establish, a goal-oriented culture supported by a common language and approach that has clear and measurable goals of student achievement.</p>	
	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>The principal has developed a culture for instructional best paractices. Examples of such include ongoing teacher data conversations with individualized PD, provided as needed, principal monitored instructional practices with constructive feedback, provided a vision for instructional best practices and created a system of providing parents and community information on school performance, goals, and opportunities for involvement. The principal has not established a vision that includes a culture of college and career readiness. We have began to implement a plan for CCR that will include a monthly career focus across grade levels.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>There is a core group of teachers that performs nearly all leadership duties in the school. As such, there needs to be an assertive effort to develop teacher leaders. The ILT recently started meeting regularly, however a systematic system needs to be developed that will encourage equity of voice among staff, as well as foster shared learning.</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>The ILT team includes representation of critical areas of expertise. Currently the ILT team is made up of teachers from primary, intermediate, and upper, including the counselor and a special education teacher. Although we have critical team member representation, we are currently working to function as a team, including meeting on a consistent basis. We are currently self-reflecting on our ILT meetings to build a stronger support team that will lead to a clear focus and progress toward school-wide goals.</p>	1
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>We analyze data on an ongoing basis in order to adjust instruction for students in all critical learning areas. This is done through all staff PD, department meetings, and individual teacher meetings. We encourage and attempt to motivate teachers to use the findings from the data to make adjustments to their instructional practices. To support this effort, administration has provided individual teacher sessions to model proficient use of data aligned to differentiated instruction. As a result, we continually provide guidance to those teachers whose instruction is not supported by data.</p>	3

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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. 	Teachers use pacing charts aligned to Illinois State Standards that were provided by the Area Office and administration. As CCSS units of instruction are implemented they will be adopted by all teachers. Professional Development will be provided to address the various levels of rigor to accomodate the differences in student needs.	
	Instructional materials ----->			2
	<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). 	As a result of being a former Reading First School, our primary classrooms have an abundance of reading materials spanning a variety of genres. Intermediate and upper grades have supplemental , however there is a need for additional materials that will address students with special needs. As a result of student needs and to meet the requirements of a rigorous curriculum, we will order new instructional material. Teachers have requested materials that will address areas of concern as represented by data.	
<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 ----->			2
<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>Through observations, an ongoing collection of student work samples and assessments school wide, we have identified different levels of rigor across and within grade levels. As we continue to have PD around CCSS we are moving toward a common understanding of rigor. Individual classroom data is immediately available to respective teachers, however teacher capacity, or commitment varies in utilization of data. Also most classrooms use only one form of assessment, which is the pencil and paper test. When rubrics are created they do not consistently require students to demonstrate critical thinking skills, or reflect rigorous instructional methods.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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>Based on observation of instruction and lesson plans, lesson objectives do not align to standards or classroom instruction. Additionally, the delivery of the lesson is typically whole group or grouping that does not reflect differentiation. We have developed a training plan for our teachers that includes best practices for instruction. Differentiation commonly results in different activities, not different levels of rigor. Some teachers do not consistently or adequately challenge students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>We utilize Dibels, mClass Math, and Scantron as systematic diagnostic assessments. We strive to adhere to the scheduling guidelines and window for administration. Support for teachers around Tier III has increased through a functioning RTI schedule and individual non classroom teachers to administer such. Currently, we are working to increase the knowledge of classroom teachers in this area to provide stronger Tier II supports, as well as appropriate behavioral interventions. Specialty teachers provide push-in support to Tier II students.</p>	
Professional Learning	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 activities are planned to align to the school's priorities and assessment data. The activities do not reflect a year long plan as its design centers around an ongoing analysis of data. We seek to monitor the effectiveness of PD through monthly student work samples, sample weekly assessments, lesson plans and classroom observations. However, we are currently working to strengthen our methods of monitoring PD effectiveness school-wide.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: Professional Learning	Grade-level and/or course teams ----->			2
	<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>Regular grade level meetings is a source of concern for us. Our goal is to develop a grade level teacher team schedule with accountability measures. Although, some teachers do collaborate informally, we seek to employ an ongoing formal procedure. More emphasis needs to be placed on teacher collaboration with specialty teachers. Early efforts were made to formally structure meetings between RTI specialists and classroom teachers, however, at this time this dialogue does not result in measurable implementation of strategies resulting from such dialogue. With the implementation of the FSD, we anticipate more time for collaboration between classroom teachers and specialty teachers. Additionally, the ILT is working to perfect a protocol, or process to track all collaboration efforts for accountability purposes.</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>There is a plan for teacher coaching that is based on montly student work sample submissions, teacher observations, and assessment data. A formal schedule for such does not exist. During the opening school PD this practice is made public, however for this structure to more effective, we will present a more formalized plan/schedule of this procedure beginning in the 2012/2013 school year for teachers to use as a source of reference. Additionally, exemplars need to be presented to teachers to establish clear expectations of students work samples that reflect rigorous instruction. Administration is currently receiving PD from the network on unit plans and exemplars that support the rigorous CCSS. New teachers are offered an induction by administration. During data meeting and observation feedback sessions, possible professional development is discussed. We plan to implement a form of peer coaching and cross classroom visitation as noted in our Theory of Action.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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 	Some staff members reinforce college and career readiness expectations. This is evident in the various levels of rigor across classrooms. Currently, the ILT is developing a plan that would mandate a monthly college/career theme across every class and grade level to be implemented at the onset of the 2012/2013 school year. This plan will involve opportunities for student leadership and voice.	
	Relationships ----->			2
	<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. 	Our students are engaged in character development activities weekly with their classroom teacher or from community volunteers that are longtime participants of our mentoring program. As a result of this interaction, there are a substantial level of bonds that have been formed between the students and adult advocates. As a result of this level of bonding, patterns of interaction between adults and students is usually respectful. There is evidence of some regard for student's culture among the some staff members, however this needs to be increased and included into staff-wide approaches to instruction, mentoring, and community activities.	
Behavior & Safety ----->			2	
	<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. 	The school has a school-wide approach to discipline that is consistent with the "Student code of conduct." Currently the school has instituted the Power of Positive Students (POPS) program which has encouraged teachers to recognize positive behavior school-wide. However, POPS does not have full participation from the staff. As such, the school needs to develop a more cohesive approach to to build on the positive behaviors of students who exhibit negative behavior. Despite yearly drills/meetings regarding school safety, all staff members do not adhere or contribute to a school culture of cautiousness.	

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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>We strive to provide ongoing communication to our families. We have developed a monthly calendar that forecasts events. Each teacher is also required to communicate with parents through monthly newsletters regarding academic and classroom events. Teachers provide information to families regarding our grading system, however exemplars and rubrics need to be consistently provided so that expectations are completely clear. We are in the process of working with the ILT to develop consistent guidelines/toolkit for parents that would support parents/students toward academic mastery.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Our teachers publish their CPS emails for ongoing parental contact throughout the year. We have initiated an academic and behavior log that is monitored by administration in an effort to promote more contact between home/school that can support students' learning.</p>	
	Bonding ----->			2
	<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>There are opportunities for parent and community involvement. Such involvement include established partnerships with Trinity United Church of Christ via Girl Scouts and Character Education (mentors), Beverly Arts Center, Salvation Army, and the Park District.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Our specialized services support team does provide support toward linking parents to social service agencies with some progress monitoring. However, more efforts need to be given to other forms of outreach, such as, assisting the homeless and parent education classes.</p>	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Based around our deficiencies in this area and the impending FSD we are working to devise a plan to integrate College and Career into the curriculum school wide.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Support for student's academic planning will be provided as a result of the FSD and CCSS. The ILT is working to devise a plan that will encompass the entire student body and staff regarding college and career readiness. Currently this type of planning has not presented itself with ample opportunities. We have started training on CCSS and have devised a plan to address the criteria of a rigorous program.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>As a Fine Arts school, we provide many extracurricular activities that include band, dance, chorus, violin, drama and visual arts. Typically these opportunities were made available to students beginning in the third grade. However, we have begun to open up dance to students in the lower grades. We have plans to provide other forms of extracurricular and enrichment opportunities to</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<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. 	<p>Most students do not complete college and career interest inventory assessments until 8th grade. With the implementation of CCSS, our plan is to begin infuse career interest inventory assessments throughout the grades.</p>	
	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. 	<p>NA</p>	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The parents of 7th and 8th grade students are invited for an evening parent meeting to review promotion guidelines , as well as the impact of these grades on high school. This year we have included 3rd and 6th grade by having parent meetings to discuss grade level requirements, however parent participation was low. We are working on a more flexible schedule to make these meetings more accomadating for parents leading to greater participation and effective transitions. Parents of kindergarten students are invited to meet with the counselor and administration the spring before their students enter kindergarten.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<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. 	Discretionary funding is utilized to reduce class size and provide supplemental materials to address the wide range of academic abilities in classrooms. In alignment with the school's ISAT data this funding is also used to provide additional resources for reading, math and science.	
	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. 	Vacancies are filled through administration hiring. As we continually develop our ILT and teacher teams we are moving toward implementing a multistep interview process which includes a protocol for candidate qualification.	
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. 	We work diligently toward creating a schedule that accomadates regular collaboration between teacher teams. However, progress monitoring by administration of teacher utilization of this time for collaboration needs to improve. With the implementation of the FSD we have developed a schedule for this to occur.	

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

We will develop an interactive and rigorous instructional blueprint that will flourish students of every ability to become responsible, critical, independent and reflective thinkers. As a learning community we are committed to practice self-reflection through analyzing data, and engaging in professional development that develops our student's progress from kindergarten through 8th grade. We will create and foster family, student, teacher and community partnerships to prepare students with core academic thereby preparing for the 21st century workforce.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide instructional rigor that shows evidence of all students demonstrating higher levels of learning.	Through observations, an ongoing collection of student work samples and assessments school wide, we have identified different levels of rigor accross and within grade levels.
2	Provide on-going professional development to increase teacher capacity in content knowledge and scaffolded instruction in English/language arts (including reading throughout the content areas) and mathematics.	Through observations, an ongoing collection of student work samples and assessments school wide, we have identified different levels of rigor accross and within grade levels. The delivery of the lesson is typically whole group or grouping that does not reflect differentiation. Differentiation commonly results in different activities, not different levels of rigor. Some teachers do not consistently or adequately challenge students.
3	Provide increased time and structure for various teams to collaborate in order to meet the academic needs of all students.	Regular grade level meetings is a source of concern for us. Our goal is to develop a grade level teacher team schedule with accountability measures. Although, some teachers do collaborate informally, we seek to employ an ongoing formal procedure. More emphasis needs to be placed on teacher collaboration with specialty teachers. Early efforts were made to formally structure meetings between RTI specialists and classroom teachers, however, at this time this dialogue does not result in measurable implementation of strategies resulting from such dialogue. With the implementation of the FSD, we anticipate more time for collaboration between classroom teachers and specialty teachers. Additionally, the ILT is working to perfect a protocol, or process to track all collaboration efforts for accountability purposes.
4	Optional	
5	Optional	



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3

