



2012-2014 Continuous Improvement Work Plan

Leslie Lewis Elementary School
Austin-North Lawndale Elementary Network
1431 N Leamington Ave Chicago, IL 60651
ISBE ID: 150162990252311
School ID: 610036
Oracle ID: 24151



Mission Statement

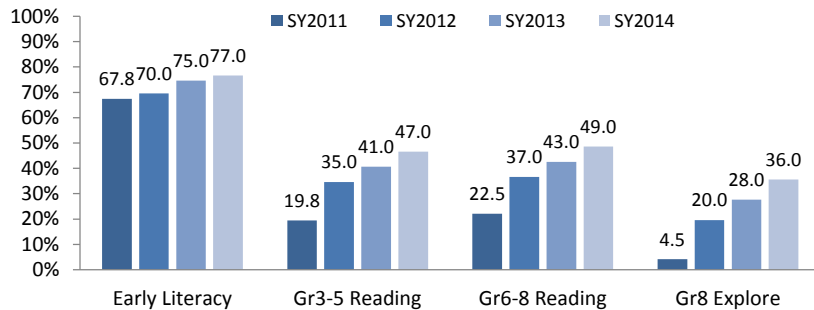
To ensure a rigorous learning environment that promotes critical thinking and engages students in discovery and exploration through relevant and meaningful experiences that produce a global community of life-long learners and world-class citizens

Strategic Priorities

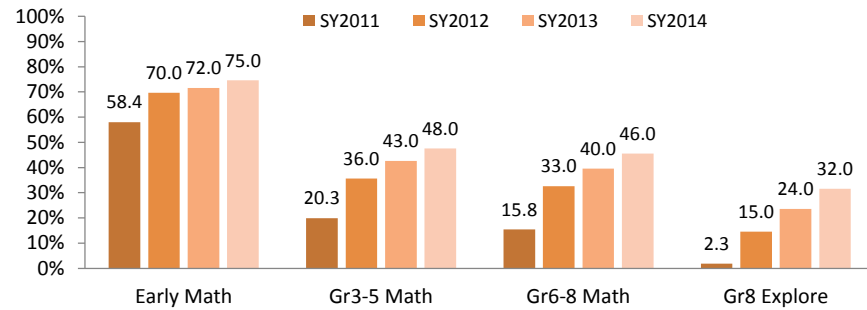
- 1. Develop and implement a comprehensive literacy program that addresses Common Core State Standards and targets specific skills for individual primary students as identified by DIBELS and TRC assessments. Address differentiation needs through in-school intervention and/or acceleration, increased technology, and continuous
2. Develop and implement a comprehensive literacy program that addresses Common Core State Standards and promotes academic rigor. Address differentiation needs through intervention and/or acceleration, increased technology, and continuous professional development to ensure that 64% of third through eighth grade students will
3. Develop and implement a comprehensive Math program that addresses Common Core State Standards and promotes academic rigor. Address differentiation needs through intervention and/or acceleration, increased technology, and continuous professional development to ensure that 60% of third through eighth grade students will

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:	Leslie Lewis 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
Sharon Brown-Haynes	Principal
JoAnn Campbell	Assistant Principal
Audrey Mazurek	Classroom Teacher
Marci Haynes/Shontrece Wilson	LSC Member
Christine McKean/Machelle Richards	Classroom Teacher
Jamesetta Scott/Angela Harris	Classroom Teacher
Shirley Beascochea	ELL Teacher
Krista Jorgensen	Counselor/Case Manager
Kimberly Harmon	LSC Member
Sandra Castleberry	Parent/ Guardian
Lynda Bradford	Lead/ Resource 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	67.8	70.0	75.0	77.0		Early Math % of students at Benchmark on mClass	58.4	70.0	72.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.8	35.0	41.0	47.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	20.3	36.0	43.0	48.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.3	58.0	62.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	40.1	50.0	55.0	60.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.5	37.0	43.0	49.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	15.8	33.0	40.0	46.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.3	63.0	66.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.5	59.0	63.0	67.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	4.5	20.0	28.0	36.0		Explore - Math % of students at college readiness benchmark	2.3	15.0	24.0	32.0



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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	91.8	93.0	95.0	96.0					
Misconducts Rate of Misconducts (any) per 100	37.7	30.0	25.0	20.0					

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	56.2	60.0	70.0	75.0		ISAT - Reading % of students exceeding state standards	5.0	10.0	20.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	54.9	60.0	70.0	75.0		ISAT - Mathematics % of students exceeding state standards	4.0	10.0	20.0	30.0
ISAT - Science % of students meeting or exceeding state standards	48.0	55.0	60.0	65.0		ISAT - Science % of students exceeding state standards	2.0	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. 	Established schoolwide goals; Theory of action is strategic and based on data; SMART Club activities address college readiness; Achieve 3000, Scantron, and lesson planning promote college and career readiness	
	Principal Leadership ----->			2
	<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. 	Principal observes formally and informally and provides feedback; Teachers established goals at BOY; PD is differentiated according to staff needs and clusters; Family communication includes distribution of school performance data; Parents have opportunities to attend meetings and conferences; Parent patrol is active in enhancing safe travel	

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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>Not all teachers are involved in leadership positions; Leadership roles vary somewhat; Members of various work groups are primarily the same with individuals assuming leadership roles; Staff members provide information from various PD sessions in grade level meetings and schoolwide sessions</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<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>There is continuous analysis of qualitative and quantitative data; ILT is reflective, conducts PD and engages all staff members during PD day sessions. The team is comprised of individuals from all grade levels and departments based upon expertise and knowledge</p>	
Monitoring and adjusting ----->			3
<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>Data are analyzed at the classroom, grade level, and school levels. Data conversations are conducted, student profile sheets, Progress Monitoring Forms, and Tracking Forms are used; PM sessions on attendance, primary literacy, and Scantron have been conducted. Appropriate action plans have been developed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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. 	Some teachers utilize common lesson planning that results in common plans; year long scope and sequence is undergoing modifications to incorporate CCSS; Grades K-5 literacy and K-8 Math curriculum materials include appropriate levels of complexity; Lesson plans include differentiation strategies which are not always evident in instructional delivery.	
	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). 	K-5 literacy materials and K-8 Math curriculum materials are aligned to state standards; middle grades literacy curriculum is not aligned; Instructional materials support ELLs and SWDs.	
<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>Assessment methods are in place, grade-level formative assessments that align to standards require work; Modifications/accommodations for SWDs and ELL are incorporated but require additional work</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>2</p>
<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>Classroom observations indicate mostly whole group instruction; Class sizes are large; Questioning is not focused on a mixture of low and high-level questioning in all classrooms</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>Screening assessments are in place- Scantron and DIBELS are used; In-class supports are limited and include co-curricular teachers, ESPs, and 3rd grade interventionist.</p>	
	Whole staff professional development ----->			2
	<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>Comprehensive professional development is provided and includes schoolwide, cluster level, grade level, individual opportunities for staff aligned to the priorities; ANL PD opportunities are attended and train-the-trainer model is utilized; PD is job-embedded</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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>Collaboration takes place; ELL and SpEd teachers are included; Protocols are followed for team collaboration; Teams are supported by the Data/ILT; Teachers progress monitor students in Reading and Math</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>ANL coaching is provided, school-level coaching is not provided; Induction plan not in place at the school level; Occasional peer observation takes place; PD decisions include teacher discretion; Principal provides feedback</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 have conversations about college expectations; College Spirit Week in October; Posted college pennants throughout the building; College-focus club (SMART Club) for students in grades 6-8	
	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. 	Inconsistent patterns of interaction between students and staff; Most students have advocates; Swd interact with general education peers socially and physically; Respect for home language and culture is evident in some classrooms and correspondence is translated	
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. 	Discipline practices are inconsistent due to assigned staff absences and teacher and staff responses; Foundations team shares school-wide approach to discipline; cafeteria plan has been implemented	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations	<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. 	Letters to parents re: expectations provided by classroom teachers; School performance data are shared ; Transition information is provided from head start to kindergarten and grade 8 to high school	2
	Ongoing communication	<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. 	Teachers use parent contact logs; Parent meetings are conducted for grade 8 to address promotion criteria; Teacher Meet and Greets and Open House are conducted	2
	Bonding	<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. 	Parents are welcome and encouraged to obtain volunteer clearance; Parent Room has been established; Parents are invited to attend events, chaperone trips, attend workshops; School forums are conducted	2

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	School provides required services during the school day; Referrals are made to social service agencies; Home visits are conducted	
	College & Career Exploration and election ----->			2
	<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. 	School conducts Career Motivation Day using partnerships with Junior Achievement; SMART Club focuses on post secondary preparation and enrollment; College Spirit Week is conducted; Field trips include bank visits, court visits, and science museums	
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. 	Opportunities to explore paths of interest are limited; College preparation is stressed in vocabulary development; SMART Club members have weekly sessions and have attended Providence St. Mel to explore career options; All 8th graders are encouraged to apply for selective enrollment admission		
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. 	Options have been limited this year, but an expansion occurs in the spring to include clubs		

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
DIMENSIO	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. 	Eighth grade students are administered the EXPLORE and access What's Next Illinois	
	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. 	NA	
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. 	Parents receive Promotion Policy for grades 3, 6, and 8; Eighth grade on-Track Review is conducted with each eighth grader; Teachers provide introductory letters addressing grade level expectations	

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 ----->				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 spending is based upon school goals; External partnerships are sought, but are limited this year; Focus remains on using resources to advance student achievement		
	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. 	Hiring is conducted after vacancies are identified; Staff hired this year have provided substitute service to the school; Grade level teams are based upon knowledge and expertise			
Use of Time ----->				2	
<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. 	School schedule includes collaboration opportunities for grade level and cluster teams during the school day; School instructional schedule is based upon number of minutes per subject or course with increased time in the middle grades			

Date Stamp November 22, 2012



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

To ensure a rigorous learning environment that promotes critical thinking and engages students in discovery and exploration through relevant and meaningful experiences that produce a global community of life-long learners and world-class citizens

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop and implement a comprehensive literacy program that addresses Common Core State Standards and targets specific skills for individual primary students as identified by DIBELS and TRC assessments. Address differentiation needs through in-school intervention and/or acceleration, increased technology, and continuous professional development to ensure that 75% of primary students will be at benchmark on DIBELS by the end of the year.	Less than 3/4 (67.8%) primary students performed at benchmark on DIBELS at BOY. Classroom observations indicate mostly whole group instruction that is not focused on a mixture of low and high-level questioning in all classrooms.
2	Develop and implement a comprehensive literacy program that addresses Common Core State Standards and promotes academic rigor. Address differentiation needs through intervention and/or acceleration, increased technology, and continuous professional development to ensure that 64% of third through eighth grade students will make growth targets in Reading on Scantron/NWEA by the end of the year and become college and career ready.	Just over one out of two (54.8%) third through eighth grade students made growth targets on Scantron in Reading at BOY. SEF indicates K-5 literacy materials are aligned to state standards while middle grades literacy curriculum is not aligned. Current professional development plan includes schoolwide, cluster level, grade level, and individual opportunities. Opportunities for students to explore paths of interest have been limited.
3	Develop and implement a comprehensive Math program that addresses Common Core State Standards and promotes academic rigor. Address differentiation needs through intervention and/or acceleration, increased technology, and continuous professional development to ensure that 60% of third through eighth grade students will make growth targets in Math on Scantron/NWEA by the end of the year and become college and career ready.	Less than one out of two (46.8%) third through eighth grade students made growth targets on Scantron in Math at BOY. Math curriculum materials are aligned to state standards and lesson plans include differentiation strategies. Differentiation and academic rigor are not always evident in instructional delivery.
4		
5		



Strategic Priority 1

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

Strategic Priority Description	Rationale
Develop and implement a comprehensive literacy program that addresses Common Core State Standards and targets specific skills for individual primary students as identified by DIBELS and TRC assessments. Address differentiation needs through in-school intervention and/or acceleration, increased technology, and continuous professional development to ensure that 75% of primary students will be at benchmark on DIBELS by the end of the year.	Less than 3/4 (67.8%) primary students performed at benchmark on DIBELS at BOY. Classroom observations indicate mostly whole group instruction that is not focused on a mixture of low and high-level questioning in all classrooms.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Inventory and purchase necessary instructional materials for cluster K-2 literacy instruction for BOY	Instruction	All	Curriculum Team	Summer 2012			
Conduct extended learning opportunity to address students' differentiated needs in literacy beginning Fall 2012	After School/ Extended Day	All	Principal	Quarter 1			
Assess classroom technology during summer and upgrade technology in classrooms to allow for differentiation by September 1, 2012	Equipment/ Technology	All	Principal	Summer 2012			
Obtain parent volunteers to assist with small group instruction and promote differentiation within k-2 classrooms by August 30, 2012	Parental Involvement	All	Assistant Principal	Summer 2012			
Post and maintain weekly grade-level appropriate word walls that include standards-based vocabulary and increase word knowledge of k-2 students beginning August 13, 2012	Instruction	All	Teachers	On-going			
Administer biweekly grade-level formative assessments to monitor student growth and plan for differentiated instruction beginning August 20, 2012	Instruction	All	Teachers	On-going			
Inventory and replenish text materials to support daily Common Core Standards-based instruction for k-2 by August 6, 2012	Instruction	All	Principal	Summer 2012			
Provide quarterly professional development on DIBELS and mClass to K-2 cluster to address individual teachers' needs beginning Fall 2012	Professional Development	All	Curriculum Team	On-going			
Conduct biweekly data cluster meetings led by Cluster Lead Teacher to review and analyze data beginning August 20, 2012	ILT/ Teacher Teams	All	Principal	On-going			



Strategic Priority 1

Develop and grade level attendance incentive plan to increase student attendance and receipt of differentiated instruction to commence August 13, 2012	ILT/ Teacher Teams	All	Teachers	Summer 2012			
Identify and purchase necessary instructional supplies to promote differentiation and targeted skill attainment by August 6, 2012	Instruction	All	Curriculum Team	Summer 2012			
Identify and implement daily Foundations principles in k-2 cluster that facilitate differentiated instruction beginning August 13, 2012	Other	All	Teachers	On-going			
Post and maintain monthly data walls within classrooms and corridors that address k-2 progress monitoring and benchmark completion and facilitates differentiated instruction	Instruction	All	Data/ILT Team	On-going			
Provide monthly professional development on Common Core State Standards delivered by Curriculum Team beginning August 2012	Instruction	All	Curriculum Team	On-going			
Develop and implement monthly k-2 cluster peer observation schedule to enhance instructional delivery of core and supplemental materials that promote differentiation beginning August 2012	Professional Development	All	Curriculum Team	On-going			
Implement intervention programs during the school day to address differentiated needs of k-2 students using classroom and co-curricular teachers beginning August 20, 2012	Instruction	All	Teachers	On-going			
Conduct inventory of technology for implementation of progress monitoring during Summer 2012	Equipment/ Technology	All	Principal	Summer 2012			

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 implement a comprehensive literacy program that addresses Common Core State Standards and promotes academic rigor. Address differentiation needs through intervention and/or acceleration, increased technology, and continuous professional development to ensure that 64% of third through eighth grade students will make growth targets in Reading on Scantron/NWEA by the end of the year and become college and career ready.	Just over one out of two (54.8%) third through eighth grade students made growth targets on Scantron in Reading at BOY. SEF indicates K-5 literacy materials are aligned to state standards while middle grades literacy curriculum is not aligned. Current professional development plan includes schoolwide, cluster level, grade level, and individual opportunities. Opportunities for students to explore paths of interest have been limited.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule and conduct diagnostic testing for grade 3-8 students in August 2012	Instruction	All	Assistant Principal	Quarter 1			
Identify and provide Scantron/NWEA resources to 3-8 teachers to promote differentiated instruction with appropriate rigor by August 13, 2012	ILT/ Teacher Teams	All	Curriculum Team	Summer 2012			
Implement Achieve 3000 to address differentiation and rigor in alignment with Common Core State Standards beginning August 2012	Instruction	All	Teachers	On-going			
Conduct progress monitoring on identified skills to ensure skill mastery for grade 3-8 students and identify need for differentiation beginning August 2012	Instruction	All	Teachers	On-going			
Implement extended learning opportunities to address 3-8 students' individual skill-based needs beginning Fall 2012	After School/ Extended Day	All	Teachers	Quarter 1			
Conduct biweekly data cluster meetings led by Cluster Lead Teacher beginning August 20, 2012	Professional Development	All	Data/ILT	On-going			
Conduct Cool Collegial Colloquium monthly to share best practices regarding rigor, differentiation, and Common Core State Standards beginning August 2012	Professional Development	All	Assistant Principal	Quarter 1			
Identify and purchase nonfiction instructional materials to provide appropriate rigor in all 3-8 classrooms by August 6, 2012	Instructional Materials	All	Curriculum Team	Summer 2012			
Upgrade computer lab to provide rigorous technology-based literacy instruction to grade 3-8 students beginning August 2012	Equipment/ Technology	All	Principal	Summer 2012			



Strategic Priority 2

Provide quarterly professional development on Scantron/NWEA to 3-8 literacy teachers beginning Fall 2012	Professional Development	All	Curriculum Team	Summer 2012			
Assess classroom technology and enhance technology within the classroom to promote access to rigorous technology-based materials for all students beginning Fall 2012	Equipment/Technology	All	Principal	Summer 2012			
Post and maintain weekly grade-level/subject-specific appropriate word walls that include standards-based vocabulary and increase word knowledge of 3-8 students beginning August 20, 2012	ILT/ Teacher Teams	All	Teachers	On-going			
Post and maintain monthly data walls in classrooms and corridors that address 3-8 progress monitoring and facilitate differentiated instruction	Instruction	All	Data/ILT	On-going			
Conduct monthly professional development on Common Core State Standards delivered by the Curriculum Team beginning August 2012	Professional Development	All	Curriculum Team	On-going			
Hire technology teacher to facilitate FSD and promote rigorous instruction in all subjects beginning Fall 2012	Staffing	All	Principal	Summer 2012			

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
Develop and implement a comprehensive Math program that addresses Common Core State Standards and promotes academic rigor. Address differentiation needs through intervention and/or acceleration, increased technology, and continuous professional development to ensure that 60% of third through eighth grade students will make growth targets in Math on Scantron/NWEA by the end of the year and become college and career ready.	Less than one out of two (46.8%) third through eighth grade students made growth targets on Scantron in Math at BOY. Math curriculum materials are aligned to state standards and lesson plans include differentiation strategies. Differentiation and academic rigor are not always evident in instructional delivery.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule and conduct annual diagnostic testing of all grade 3-8 students in August 2012	Instruction	All	Assistant Principal	Quarter 1			
Identify and provide Scantron/NWEA resources to grade 3-8 teachers to promote rigor and differentiated instruction beginning August 13, 2012	Instructional Materials	All	Curriculum Team	Summer 2012			
Implement technology-based Math program to address differentiation and rigor in alignment with Common Core State Standards in grades 3-8 beginning August 2012	Instructional Materials	All	Teachers	On-going			
Conduct progress monitoring on identified skills biweekly beginning Fall 2012	Instruction	All	Teachers	On-going			
Implement extended learning opportunities to address 3-8 students' individual skill-based needs beginning Fall 2012	After School/ Extended Day	All	Teachers	Quarter 1			
Conduct biweekly data cluster meetings led by the Cluster Lead Teacher beginning August 20, 2012	ILT/ Teacher Teams	All	Data/ILT	On-going			
Conduct Cool Collegial Colloquium monthly to share best practices regarding Math rigor, differentiation, and Common Core Standards beginning August 2012	Professional Development	All	Teachers	Quarter 1			
Identify and purchase 3-8 Math instructional materials that promote rigor using Common Core State Standards for 2012-2013 school year by August 6, 2012	Instruction	All	Curriculum Team	Summer 2012			
Purchase additional set of lap tops to increase technological access that promotes rigor and addresses Common Core State Standards for all students by Fall 2012	Equipment/ Technology	All	Principal	Summer 2012			



Strategic Priority 3

Provide quarterly professional development on Scantron/NWEA to 3-8 Math teachers beginning Fall 2012	Professional Development	All	Curriculum Team	On-going			
Review grade 3-8 Math texts annually for possible future purchase beginning Winter 2012	Instruction	All	Curriculum Team	Quarter 3			
Post and maintain weekly grade-level/subject-specific appropriate word walls that include standards-based vocabulary and increase word knowledge of 3-8 students beginning August 20, 2012	Instruction	All	Teachers	On-going			
Post and maintain data walls in classrooms and corridors that address progress monitoring and skill attainment to facilitate differentiated instruction beginning August 2012	Professional Development	All	Data/ILT	On-going			
Conduct monthly professional development on Common Core State Standards delivered by the Curriculum Team beginning August 2012	Professional Development	All	Curriculum Team	Summer 2012			



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

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps