CIWP

2012-2014 Continuous Improvement Work Plan

Abraham Lincoln Elementary School

Fullerton Elementary Network

615 W Kemper Pl Chicago, IL 60614

ISBE ID: 150162990252314

School ID: 610038

Oracle ID: 24191

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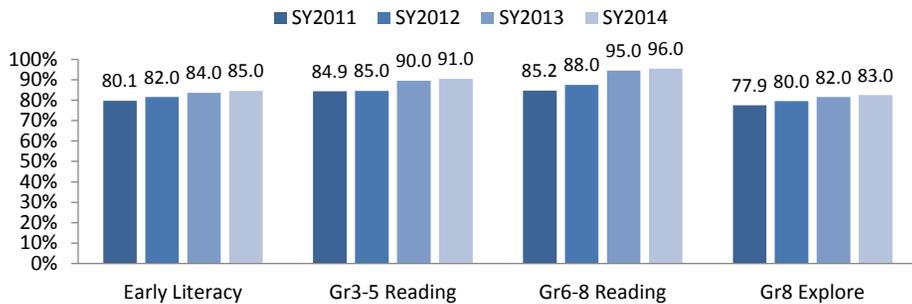
Mission Statement

Through the implementation of best practices and a humanities-based curriculum, enhanced by the integration of technology, visual arts, music, band, wellness, French world language and culture, Lincoln School encourages each student to reach his/her academic and physical potential within a safe, supportive, and diverse community where every stakeholder is valued.
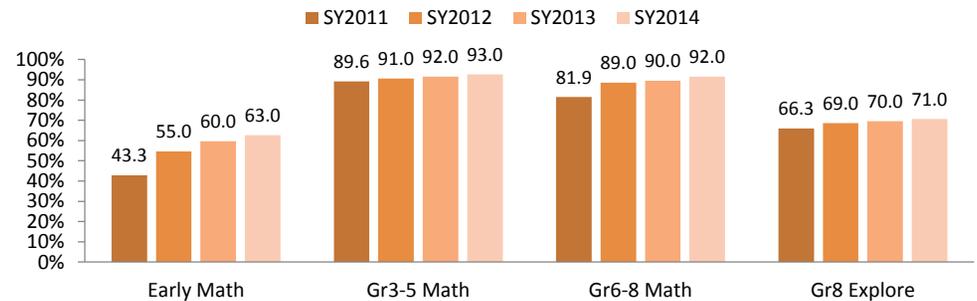
Strategic Priorities

1. Foster critical thinking through evidence-based discussions while providing a base of knowledge across a wide range of fiction and non-fiction reading selections in all content areas.

2. Provide writing and public speaking instruction that fine-tunes our students' skills on persuasive/argumentative writing and debate, narratives, and research while making connections to evidence in literary and informational texts.

3. Focus on the K-8 math instruction continuum with a heightened focus on operational and algebraic thinking.

4. Integrating visual arts, music, band, French, PE, and library that drives our humanities-based curriculum to instill an appreciation for culture and the arts.

5. Implement a health curriculum that promotes physical and emotional wellness and teaches skills in communication, problem solving, conflict resolution and promotes responsible decision-making

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	80.1	82.0	84.0	85.0
Gr3-5 Reading	84.9	85.0	90.0	91.0
Gr6-8 Reading	85.2	88.0	95.0	96.0
Gr8 Explore	77.9	80.0	82.0	83.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	43.3	55.0	60.0	63.0
Gr3-5 Math	89.6	91.0	92.0	93.0
Gr6-8 Math	81.9	89.0	90.0	92.0
Gr8 Explore	66.3	69.0	70.0	71.0

Date Stamp November 22, 2012

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:	Abraham Lincoln 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
Mark Armendariz	Principal
Cindi Gerber	Assistant Principal
Erica Wax	LSC Member
Katie Fairbank	LSC Member
Gregory Thompson	Classroom Teacher
Ashley Williams	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	80.1	82.0	84.0	85.0	**Early Math** % of students at Benchmark on mClass	43.3	55.0	60.0	63.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	84.9	85.0	90.0	91.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	89.6	91.0	92.0	93.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	77.0	80.0	83.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.6	70.0	73.0	76.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	85.2	88.0	95.0	96.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	81.9	89.0	90.0	92.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.4	77.0	80.0	82.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	52.0	65.0	68.0	70.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	77.9	80.0	82.0	83.0	**Explore - Math** % of students at college readiness benchmark	66.3	69.0	70.0	71.0

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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	96.0	96.0	96.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	2.0	2.0	2.0	2.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	94.6	96.0	97.0	97.0		**ISAT - Reading** % of students exceeding state standards	64.4	67.0	69.0	72.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.8	98.0	98.0	98.0		**ISAT - Mathematics** % of students exceeding state standards	69.7	72.0	74.0	76.0
ISAT - Science % of students meeting or exceeding state standards	98.2	98.0	98.0	98.0		**ISAT - Science** % of students exceeding state standards	66.7	68.0	71.0	75.0

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**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Teachers analyze SCANTRON, DIBELS, mCLASS, and ISAT data to differentiate and guide instruction, to integrate curricula across subject areas, and to establish student learning golas in a humanities-based curricula.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal encourages and provides/supports professional development on a consistent basis to all teachers. Principal has an open-door policy and is accessible to all faculty and parent/community members. Principal conducts thorough observations and evaluations, communicates with and respects faculty, has a hands-on approach and initiates "forward thinking." Principal supports school-wide college and career readiness activities such as our annual Career Day and College T-Shirt Day.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	All teachers are members of a professional committee including PPLC, Curriculum Committee, Literacy Committee, Common Core Committee, Extra-Curricular involvement, and the Instructional Leadership Team. Teachers on these committes are nomintaed by faculty and administration and are open to all teachers. 90% of all teachers are involved in at least one other capacity above their regular teaching duties. Teachers and administration collaborate. Each School-Within-A-School (SWAS) has a voice in teacher leadership.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	All grade level and specialty teachers are represented on our ILT and meet weekly as a team and attend bi-monthly meetings with their SWAS to discuss instructional goals and techniques.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data is analyzed by each grade level with the principal. Teachers meet with grade level partners to discuss data. Our systematic approach begins with teacher reflection and curricular assessment/review. There are times that data analysis is conducted in isolation or a best within grade level. Teachers would like to have more time made available during the school day to evaluate data in teams.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Each grade level/subject are and specialty teacher provides a 38-week curriculum scope and sequence made available to parents via our school website. Teachers collaborate within grade levels to create weekly lesson plans. LRE teachers work with general education teachers to modify lessons to meet students' IEPs.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Textbooks and instructioanl materials are evaluated by the teachers on an on-going basis and every year to meet changing standards. The school has up-to-date technology. Grades 5-8 students have access to online textbooks. Every teacher is provided with his/her own laptop, document camera, SMARTBoard, and students have acccess to over 110 laptops all provided by the school.To ensure materials are appropriate, all ENL and Special Education teachers collaborate with gen ed and specialty teachers.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Formative ans summative assessments as well as performance-based assessments are used across grade levels. ENL and LRE teachers collaborate with gen ed teachers to ensure appropriate modifications are in place. Teachers used district-wide assessments to guide instruction. CIM provide test data ony for instructional groups and not available to teachers school-wide (i.e. special education teachers cannot access all data).	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Socratic Seminars, DBQs, Cornell Notes, classroom discussions/debates, project-based learning, formal and informal assessments are used to foster critical thinking. Teachers collaborate with Special Education and ENL teachers to co-teach. Teachers assess students weekly in reading and other subjects are assessed when units are completed. In the primary grades, smaller class sizes provides more one-on-one instructional support. Many teachers orally communicate lesson objectives to the students. Teachers are working to include this as a regular component of their lessons. Better techniques for differentiated instruction are needed.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	We recognize that RtI helps to determine academic need based diagnostic tests and a variety of different interventions, but due to a lack of funding it is difficult to schedule and implement beyond the individual classroom teacher. We do not have a RtI "specialist." Succcessful implementation of RtI needs clarification and direction/support from the District.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Administration provides opportunites for PD relevant to the three grade level SWAS needs, but PD is not always school-wide and relevant to the needs of the specialty teachers. Teachers are also encouraged to seek out PD relevant to their individual needs. PD plans are shared quarterly by the principal who clearlty articulated yearly goals: Socratic Seminars, Teachers as Scholars at Newberry Library. There is a request for more hands-on PD and modeling of "best practice."	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers engage in weekly or bi-monthly grade-level or SWAS meetings. At times these are sessions cunducted by the teachers beyond regular teacher hours. Teacher collaboration needs to be addressed more systematically. Informal communication and monitoring occurs but at times is not driven by data.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Principal is open to mentoring and providing feedback informally. A mentoring conference occurs with the principal once a year. Mentoring occurs within the SWAS and/or grade level. School culture fosters informal mentor support yet teacher coaching needs to be addressed in a more systematic and formal manner. Resources are needed to improve our approach to mentoring. We need to consider to devleop a professional learning committee where best practices are shared amongst the staff.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**3**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The school as whole sets high expectations and executes rigorous instruction. Through Socratic Seminars, Model United Nations, Debate Team, school-wide assemblies, speech arts competitions, and spelling bee students have opportunities to develop authentic leadership skills. Most staff members reinforce school expectations for students to aspire to college. Our annual Career Day encourages students to consider careers and their necessary academic paths (including our High School Fair).	
	Relationships	--->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	All teachers take responsibility for all students, for example, the homeroom and specialty teachers know their students on an individual basis. Teachers learn about their students through curricular activites such as ancestor research projects and multicultural assemblies. Teachers reinforce high expectations for social interaction in an appropriate manner. All students are involved in all aspects of classroom instruction and invited to ba a part of our after school program.	
	Behavior& Safety	--->		**3**

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Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Grade levels have their own behavior management plans in conjunction with the school-wide discipline plan. The school also adheres to the district code of conduct. We have a safe environment with mainly minor discipline issues. But, there are some inconsistencies and lack of clarity regarding uniform discipline policies. Teachers would like to see more consistency in the implementation of school-wide rules regarding repeat discipline offenders.	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Every September the principal has a State of the School Address with all families to present test data results, the academic goals for the year, the introduction of all teachers, and the budget including fundraisers. The teachers present their 38-week academic plans, grading scales, homework policies, Parent Portal, etc. to the parents at the September Open House. The school hosts an annual High School Fair for all grades 7/8 students and their parents to discuss the transistion to high school and its application process, there are approximately 18 high schools present to share information with the families.	
Ongoing communication	-->		**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	The principal sends a Principal's Digest every week to the parents and it is cc'ed to all faculty members. The principal writes a weekly Faculty Bulletin to all members of the faculty and staff. The school hosts an open house for current parents/families twice a year. Principal meets individually with parents to discuss concerns.	
Bonding	-->		**3**

DIMENSION 5: Family and Community Engagement

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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
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The PTA grade-level potlucks encourage families to become aquainted with each other. The PTA sponsors a welcome picnic every August for all new families to the school with a focus grades K, 1, and 6 which are the main points of entry for many of our students. Parents are always invited, and attend, our grade-level assemblies, performance-based assessments, band concerts, science fairs, history fair, drama club performances. The PTA Book Fair, Thanksgiving Fest Assemblies, Kidendipity Day, and the annual Friends of Lincoln Auction all provide a culture of community.	

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School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	As a faculty, we identify social, emotional, and academic needs that cannot be met only in the classroom but supplemental attention is needed. The Special Education team, the Counselor/Case Manager, and the Resource Team are string advocates for specialized support willing to meet during snd after hours to serve our children.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school as whole sets high expectations and executes rigorous instruction. Through Socratic Seminars, Model United Nations, Debate Team, school-wide assemblies, speech arts competitions, and spelling bee students have opportunities to devleop authentic leadership skills.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	We provide a rigorous curriculum across all grade levels included the International Gifted Program, exposure to a variety of careers through our annual Career Day.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We offer approximately 15 extra-curricular spotr activities and 16 non-athletic clubs. All students (gen ed, special ed, ENL) are invited and encouraged to enroll.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The grade 8 students partcipate in the EXPLORE assessment which has a career inventory survey.	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	We offer the CPS We Are Ready curriculum in our After School All Stars program which addresses information on affordability of college and university opportunites.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school hosts an annual "Meet Your Kindergarten Teacher" morning to allow the new K students to have a smooth transition into the school. The PTA Welcome picnis welcomes all new students with specail attention to the Kinder, grade 1 and grade 6 students (our main "points of entry" to the school). We host two Open Houses for current families every year and many prospective parent open houses throughout the year. The school hosts a high school fair and high school parent meeting	

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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
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Eash SWAS is able to direct its textbook discretionary funding that is provided by the principal every winter. Teachers request professional development opportunites to be paid for/reimbursed by discretionary funds. Teachers are encouraged and offered opportunities by the principal to participate in Donors Choose. Our community associations, i.e Old Town triangle and Mid-North Association, are generouos donors to the school. The PTA provides our teachers with discretionary funds to promote cultural events/activites.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	New hires are based on the needs of the school depending on the current teachers' credentials. There is a multistep interview process that is conducted to determine candidates best suited for our school. Teachers are involved in the interview and hiring process. Student teachers at Lincoln are moitored and observed closely to develeop a potential pool of candidates that we already know may or may not fit our teacher needs. It would be beneficial if our budget allowed us to include a freed and full time technology coordinator and reading specialist.	
	Use of Time	-->		**2**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	This year's teacher schedule is the best that can be given the student overcrowding at our school. There is some collaboration between all teachers (Special Education and gen ed), but there is a need for more common planning time. More opportunities for grade level common preps would be beneficial within the school day. Although many grades have larger blocks built into the schedule for literacy, there is a request for ALL grades to have this opportunity. LRE students need to have dedicated classrooms and due to our	

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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

Through the implementation of best practices and a humanities-based curriculum, enhanced by the integration of technology, visual arts, music, band, wellness, French world language and culture, Lincoln School encourages each student to reach his/her academic and physical potential within a safe, supportive, and diverse community where every stakeholder is valued.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Foster critical thinking through evidence-based discussions while providing a base of knowledge across a wide range of fiction and non-fiction reading selections in all content areas.	Research shows that students benefit from a continued focus on the following literacy components of instruction: sequential, inferential, contextual skills, and vocabulary development. When applied, all will promote critical thinking.
2	Provide writing and public speaking instruction that fine-tunes our students' skills on persuasive/argumentative writing and debate, narratives, and research while making connections to evidence in literary and informational texts.	Even though the State of Illinois no longer assesses our students with a formal state-wide writing assessment, data collected by our classroom teachers from class assignments and research projects point to a need for a continued focus on writing instruction across all content areas.
3	Focus on the K-8 math instruction continuum with a heightened focus on operational and algebraic thinking.	Based on our 2011 grade 8 students' EXPLORE scores, our grade 8 students were further behind in math than they were in reading (77.9 % in reading versus a 66.3 % in math). Consistent dialogue among our K-8 teachers of math will promote collaboration and foci for our teachers to provide a seamless approach to mathematics instruction to prepare every student for future growth.
4	Integrating visual arts, music, band, French, PE, and library that drives our humanities-based curriculum to instill an appreciation for culture and the arts.	Lincoln students have access to a robust education that promotes the arts, world language, physical development, and research/technology through the integration of specialty classes in our curriculum. We recognize that intelligence is dynamic and diverse and promotes the process of developing original ideas that have value. The gift of the human imagination is core to our school and we encourage our students to discover their talent(s).
5	Implement a health curriculum that promotes physical and emotional wellness and teaches skills in communication, problem solving, conflict resolution and promotes responsible decision-making	Research shows the need for health education beginning at an early age. The school-wide data used to determine this priority is a collection of information from our student misconduct referrals. The success of this priority will impact instruction and provide a positive learning environment for all our K-8 students.

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
Foster critical thinking through evidence-based discussions while providing a base of knowledge across a wide range of fiction and non-fiction reading selections in all content areas.	Research shows that students benefit from a continued focus on the following literacy components of instruction: sequential, inferential, contextual skills, and vocabulary development. When applied, all will promote critical thinking.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
13 Lincoln educators will attend professional development on Socratic Seminar method at St. John's College	Professional Development	All	principal	Summer 2012	Summer 2012		
Teacher-led professional development focused on evidence-based discussions/seminars	Professional Development	All	principal	On-going	On-going		
Review materials currently used and research new or additional materials if needed with special attention to the Common Core State Standards	Instructional Materials	All	Primary, Intermediate and Upper SWASes	Quarter 3	Year 2		
Attend professional development on Socratic Seminar method at St. John's College	Professional Development	All	principal	Summer 2013	Summer 2013		
Individual and small group professional development conferencing with principal on fine-tuning evidence-based discussions/seminars	Professional Development	All	principal	Quarter 1	On-going		
There will be significant growth in all students, grades 3-8, on the 2013 ISAT	Instruction	All	individual teachers	Quarter 1	Quarter 4		
Grades K-2 teachers to develop rubric to determine meets/exceeds criteria for this priority since it does not exist with the district.	Instruction	All	individual teachers	Quarter 1	Quarter 3		
Teachers will attend professional development that has a focus on develeoping critical thinking while integrating evidence-based discussion in the classroom.	Instruction	All	principal and individual teachers	Quarter 3	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide writing and public speaking instruction that fine-tunes our students' skills on persuasive/argumentative writing and debate, narratives, and research while making connections to evidence in literary and informational texts.	Even though the State of Illinois no longer assesses our students with a formal state-wide writing assessment, data collected by our classroom teachers from class assignments and research projects point to a need for a continued focus on writing instruction across all content areas.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy team to resume monthly teacher-led professional development on writing with a focus on narrative writing and making connections to evidence in literary and informational text.	Professional Development	All	Literacy team	Quarter 1	On-going		
Literacy team and ILT to discuss school-wide approach to measure writing progress	Instruction	All	Literacy team and ILT	Quarter 1	Quarter 3		
There will be significant improvement in all students' writing and public speaking by the end of Year 1 of this CIWP.	Instruction	All	individual teachers	Quarter 2	On-going		
Principal will work with ILT to discuss public speaking progress monitoring	Instruction	All	principal and ILT	Quarter 1	Quarter 3		
Literacy team and ILT to discuss school-wide approach to measure public speaking progress	Instruction	All	Literacy team and ILT	Quarter 1	Quarter 3		
Every student will have classroom and auditorium public speaking opportunities throughout the year through oral reports, performance-based assessments, drama performances and assemblies.	Instruction	All	teachers	Quarter 1	On-going		

Strategic Priority 2

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Abraham Lincoln Elementary School

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Strategic Priority 3

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

Strategic Priority Description	Rationale
Focus on the K-8 math instruction continuum with a heightened focus on operational and algebraic thinking.	Based on our 2011 grade 8 students' EXPLORE scores, our grade 8 students were further behind in math than they were in reading (77.9 % in reading versus a 66.3 % in math). Consistent dialogue among our K-8 teachers of math will promote collaboration and foci for our teachers to provide a seamless approach to mathematics instruction to prepare every student for future growth.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly teacher-led professional development focused on operational and algebraic thinking	Professional Development	All	principal	On-going	On-going		
Review materials currently used and research new or additional materials if needed with special attention to the Common Core State Standards	Instructional Materials	All	Primary, Intermediate and Upper SWASes	Quarter 3	Year 2		
There will be significant growth in all students on K-2 math assessments and grades 3-8 2013 ISAT	Instruction	All	individual teachers	Quarter 1	Quarter 4		
Attend professional development on operational and algebraic thinking	Instruction	All	individual teachers	On-going	On-going		

CIWP

2012-2014 Continuous Improvement Work Plan

Abraham Lincoln Elementary School

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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
Integrating visual arts, music, band, French, PE, and library that drives our humanities-based curriculum to instill an appreciation for culture and the arts.	Lincoln students have access to a robust education that promotes the arts, world language, physical development, and research/technology through the integration of specialty classes in our curriculum. We recognize that intelligence is dynamic and diverse and promotes the process of developing original ideas that have value. The gift of the human imagination is core to our school and we encourage our students to discover

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continued professional development for the visual arts teacher.	Professional Development	All	teacher and principal	Quarter 1	On-going		
Continued professional development for the music teacher.	Professional Development	All	teacher and principal	Quarter 1	On-going		
Continued professional development for the band teacher.	Professional Development	All	teacher and principal	Quarter 1	On-going		
Continued professional development for the French teachers.	Professional Development	All	teacher and principal	Quarter 1	On-going		
Continued professional development for the librarian.	Professional Development	All	teacher and principal	Quarter 1	On-going		
Continued professional development for the PE teacher.	Professional Development	All	teacher and principal	Quarter 1	On-going		
Each specialty teacher will continue to refine assessmenst to monitor student progress for his/her specialty class	Other	All	teacher	Summer 2012	On-going		
Develop the teacher and student schedules to provide access to specialty classes	Other	All	principal	Summer 2012	Summer 2012		

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Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Implement a health curriculum that promotes physical and emotional wellness and teaches skills in communication, problem solving, conflict resolution and promotes responsible decision-making	Research shows the need for health education beginning at an early age. The school-wide data used to determine this priority is a collection of information from our student misconduct referrals. The success of this priority will impact instruction and provide a positive learning environment for all our K-8 students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher-led professional develeopement focused on bullying education and health/drug/alcohol/sex education including awareness of instructional materials	Professional Development	All	ILT	Quarter 1	On-going		
Attend professional development that promotes physical and emotional wellness, problem solving, conflict resolution, and positive decision-making.	Professional Development	All	all teachers and administrators	Quarter 1	On-going		
Homeroom teachers and teachers without assigned homerooms to discuss the implementation of the priority.	Instruction	All	teachers	Quarter 1	On-going		
Wellness curriculum to be built into the schedule	Other	All	administration	Summer 2012	Summer 2012		