



2012-2014 Continuous Improvement Work Plan

John Palmer Elementary School

O'Hare Elementary Network

5051 N Kenneth Ave Chicago, IL 60630

ISBE ID: 150162990252391

School ID: 610111

Oracle ID: 24821



Mission Statement

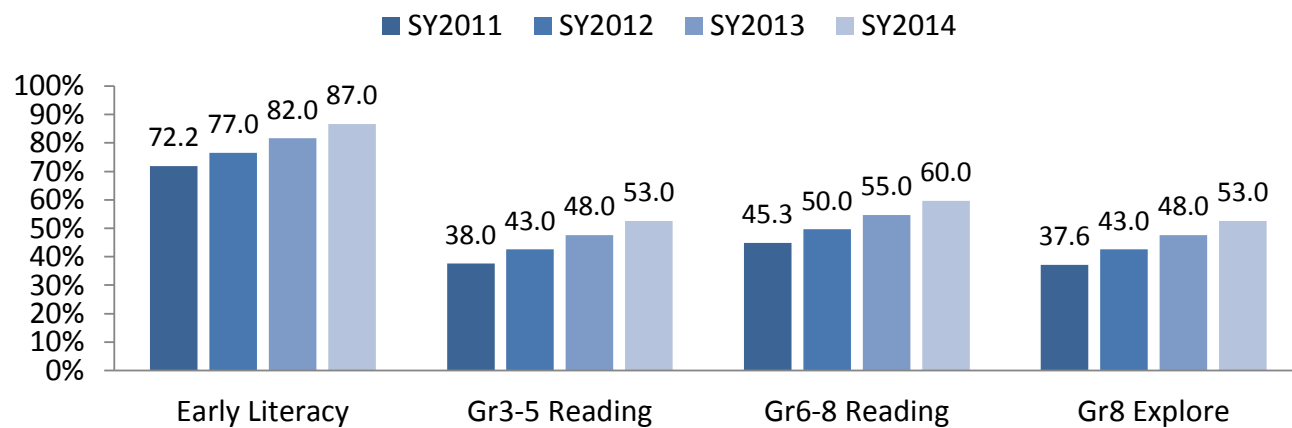
We are committed to be a neighborhood school that celebrates diversity, meets the needs of all students through differentiated instruction, and maintains high expectations for learning and performance.

Strategic Priorities

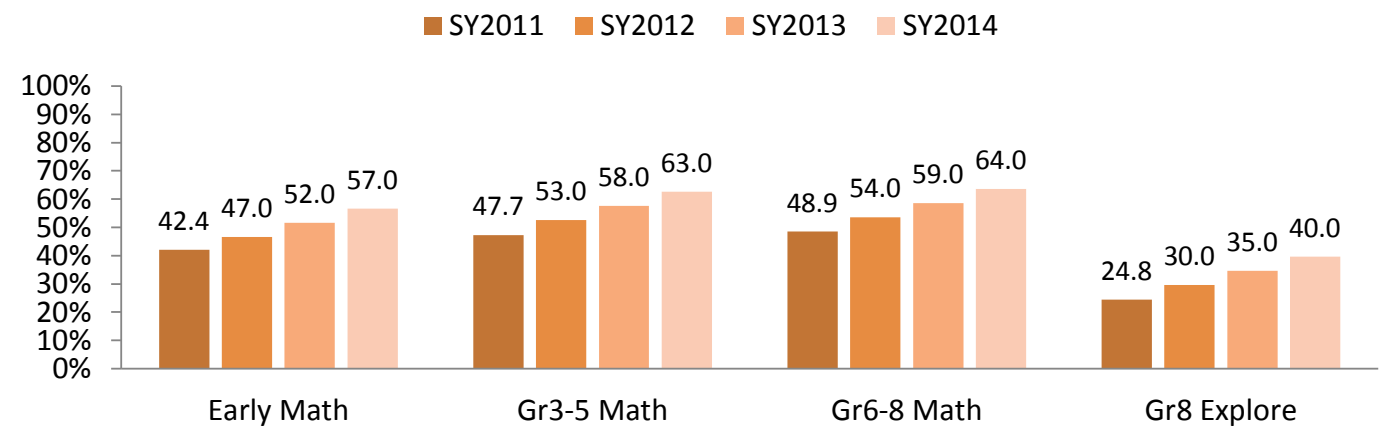
1. Ensure all students are provided rigorous curriculum and materials aligned with Common Core State Standards.
2. Provide targeted, differentiated instruction to all students in all subject areas through multiple structures and strategies.
3. Increase teacher capacity to deliver quality instruction and assessment to foster higher expectations and higher performance for students.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	John Palmer 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
Donald C. Anderson	Principal
Martin Ryczek	Assistant Principal
Nate Manaen	Other
Janet Ruff	Lead/ Resource Teacher
Veronica Denicolo	Lead/ Resource Teacher
Kim Toomey	Lead/ Resource Teacher
Madeline Lekas	Counselor/Case Manager
Ivette Cano	LSC Member
Nancy Gomez	ELL Teacher
Cynthia Lohse-Gonzalez	Classroom Teacher
Shirley Bacus-Carlson	Classroom Teacher
Evelyn Hughes	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	72.2	77.0	82.0	87.0		Early Math % of students at Benchmark on mClass	42.4	47.0	52.0	57.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.0	43.0	48.0	53.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	47.7	53.0	58.0	63.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.9	65.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.5	63.0	68.0	73.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.3	50.0	55.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	48.9	54.0	59.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.3	62.0	67.0	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.5	58.0	63.0	68.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	37.6	43.0	48.0	53.0		Explore - Math % of students at college readiness benchmark	24.8	30.0	35.0	40.0



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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	96.3	96.6	96.9	97.2					
					Misconducts Rate of Misconducts (any) per 100	12.8	11.8	10.8	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	73.8	79.0	84.0	89.0		ISAT - Reading % of students exceeding state standards	15.1	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.7	86.0	91.0	96.0		ISAT - Mathematics % of students exceeding state standards	25.3	30.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	75.1	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	15.0	20.0	25.0	30.0

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 ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>All students are expected to make significant growth during the course of the year regardless of their level of achievement at the start of the year. Additionally, our school is working towards a goal of 40% of students ultimately scoring "exceeds" on ISAT.</p> <p>Our school also has a strategic plan based on leveraging teacher teams, timely data, differentiated instruction and professional development to support student learning at high levels of expectation and performance for both this year and several years into the future.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal continuously provides opportunities for leadership and teacher development for all staff so that all staff are challenged to improve and succeed.</p> <p>Principal leads ILT to lead school in constantly redefining what constitutes rigorous and differentiated instruction and monitors and supports teacher progress through direct and deployed coaching.</p> <p>Principal recruits and supports teacher leader efforts to provide students with a vision and experience of college and career readiness and exposure. Principal incorporated a focus on readiness for high school and college into school vision and supports multiple student opportunities to prepare for high school, college, and career including student leadership, partnering with community leaders and families, our Local School Council, and maintaining a constant message of college readiness.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are invested in the success of the school through participation in one or more areas of school leadership. Each teacher is an active participant in bimonthly grade level meetings, bimonthly cluster grade meetings, and has the opportunity to participate in all staff and ILT meetings. All teachers have shared learning about effective practices and visits to other classrooms and schools and also have the chance to share their learning with school staff to lead all adults towards increased instructional capacity.</p> <p>Additionally, teacher leaders are recruited and developed throughout the school. A formal teacher leader coordinates and leads team meetings for each grade level and cluster meeting. Additionally, mentor teachers work to develop new teacher management and instructional skills. Although the school has an assigned grant writer, several teachers throughout the school work to secure grants and resources for their students.</p> <p>The principal has also freed up a teacher to lead and support our Rtl initiative, and this teacher also serves on the school leadership team (Strategic Planning and Leadership Team) along with the</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT is comprised of a representation of teachers from the primary, intermediate, and upper grade levels with various areas of expertise. Bilingual and special education staff, instructional enrichment, and counseling staff are participants of the ILT. The ILT continuously reflects on their effectiveness and skills necessary to communicate with staff, analyze qualitative and quantitative data, lead instructional initiatives, and ultimately enhance learning. The ILT meets weekly and then elicited participation with all staff members at grade level and cluster meetings to ensure that decision-making engages all staff. The ILT initiates needs for professional development along with input from the entire staff.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>District assessment data is analyzed by the administrative team, the ILT, each grade level cluster team, grade level teams, and the individual teacher to continually adjust instructional needs and plan targeted support to individual students.</p>	3

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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. 	<p>Each grade level and instructional team is developing a sequence of teaching standards horizontally and vertically throughout all grades. Sequencing of the learning standards is based on the integration of the current Illinois State Learning Standards and the Common Core State Standards. Through differentiated instruction and a variety of instructional materials, all students are exposed to appropriate levels of text complexity and are challenged to exceed their current level. All planning includes staff with expertise in working with students with disabilities and varying language proficiency to ensure all students are able to master core content knowledge and skills.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each grade level and departmental team utilizes a variety of instructional materials that are currently aligned with the Illinois State Learning Standards. All staff initiates the integration and utilization of materials that will be aligned to the Common Core State Standards that will replace the Illinois State Learning Standards in 2014. Students with disabilities and students with varied language proficiency levels are provided with instructional materials that meet their individualized needs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide data is immediately shared with all staff via staff meeting, ILT, grade level cluster meetings, grade level team meetings, content area meetings, and within individual classrooms. Staff utilizes a variety of assessments to gage student mastery and learning gaps such as ongoing formative assessments and summative assessment. To ensure a complete picture of each student’s mastery and learning gaps of the standards multiple assessment methods are utilized. Assessment accommodations and modifications are made for students with disabilities and varying language ability according to the students’ individual needs with support from expert staff in each area.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Although variation in instruction exists throughout the school, teachers are still developing common instructional best practices.</p> <p>Although teachers are working to incorporate more higher order thinking questions in their instruction, most questioning occurs at an understanding or comprehension level, and sequencing and pacing are more heavily driven by instructional materials than by standards and student need.</p> <p>Additionally, most instruction involves whole group direct instruction with less frequent small group support. As a result, we are focusing on increasing our small group, targeted, differentiated instruction.</p> <p>Teachers use Scantron and DIBELS results to drive instruction, but more frequent formative assessment is performed with varying levels of commitment throughout the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Although a schoolwide system for intervention and supports is in place, implementation of our intervention plan is varied throughout the school. Screening assessments are administered to students (Scantron, DIBELS) throughout the year, and teachers meet to discuss the results of the screeners, but use of the data in classrooms to provide targeted interventions is inconsistent.</p> <p>Additionally, the ILT does not currently allocate their time to monitoring teacher team and individual teacher data, but instead focuses on developing teacher team processes and skills.</p>	
Professional Learning	Whole staff professional development ----->			4
	<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>At the start of the year, the principal leads the school leadership team in creating a year-long development plan for staff. As the year progresses and new data is collected, the leadership team meets to make changes to the plan as necessary to maximize professional development sessions to meet the needs of teachers.</p> <p>Professional development aligned to the school-wide literacy priority is evident in the entire staff's commitment to participate in the Boundless Readers Program. The expectation of Boundless Readers is that staff collaborates, choose to develop skills that are relevant to their instruction and continuously reflect on the</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teacher teams meet weekly, alternating between grade levels/content area, clusters, and program (bilingual, regular, accelerated) to discuss instructional strategies quarterly formative assessments (Scantron, DIBELS). At these meetings, teachers are beginning to share ownership for student learning.</p> <p>Teacher teams include general education, special education, bilingual, and academic enrichment teachers as well as administrators. Each team is supported by at least one ILT member and all teams have protocols and processes in place for effective and productive collaboration.</p> <p>Additionally, some teacher teams are beginning to focus on planning and monitoring interventions as well as instructional long-term planning.</p>	
	Instructional coaching ----->			3
	<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>Coaching plans are developed before the start of the school year and take into account individual teacher goal setting plans drafted at the start of each year. As the year progresses, teachers receive ongoing coaching with some teachers receiving additional support through the opportunity to do peer classroom observation and more targeted observation sessions with school administration.</p> <p>Coaching plans are developed for each individual and professional development is accordingly differentiated for the individual teachers needs through leadership structures, varied offerings, and targeted PD focused on specific teacher needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Schoolwide messaging about expectations for a college-going culture and college and career readiness are evidenced through the "Think College" signs, the "College Door Decorating Contest", student leadership field trip to local college, messaging from community leaders as Leadership Luncheons, and the Student Leadership Academy (grades 5-8).</p> <p>A majority of staff reinforce expectations for college and career readiness through regular messaging to students about high expectations and high performance.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All students have several adults in each building who care about them and their success and work to support achievement of student goals.</p> <p>Interactions between adults and students are consistently respectful, fair, appropriate.</p> <p>Students with disabilities are engaged in the school community, but greater opportunities exist to create a more inclusive and shared community among all students.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Schoolwide expectations for behavior are delineated for the school community at the beginning of the year, and administration work with staff to develop a uniform approach to student discipline.</p> <p>Many staff work to establish a safe, welcoming environment to support student learning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Principal and school staff host a curriculum night at the start of each year to provide an overview of the school's achievement levels as well as to share the curriculum and learning goals for the year. School sponsors a high school information night as well as provides opportunities for 8th grade students to meet with representatives from a variety of high schools in CPS.</p> <p>Teachers and administration work together to provide on-going communication with families through Parent University sessions that focus on student learning.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers send home mid-quarter progress reports and coordinate with administration to arrange for meetings with parents as needs arise.</p> <p>Teachers make regular contact with families through phone calls, conferences, and written communication to understand parent concerns and support learning more effectively.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The principal and staff encourage and welcome all stake holders to become involved in learning experiences and activities. Parents and community members participate in a large variety of activities such as Literacy Night, Science Fair, CIWP planning, Jam Fest, Student Appreciation Week, field trips, graduation, ESL training for Parents, a partnership with Chicago Public Library, North River Grant, Parent Teacher Association, Curriculum Day, Volunteer Classroom Assistant Program, Parent Universities, and student performances.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			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. 	<p>The school staff intensively outreaches to families through home communication, conferences, and utilization of speech therapist, occupational therapist, social worker, school nurse, school counselor, and a variety of city and state supportive agencies.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The school has adapted the motto of "Think College" throughout the school at all grade levels.</p> <p>Students in various middle and upper grade classrooms explore a variety of college options. The After School All Stars Program</p>	
Academic Planning ----->			2	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Students are exploring college and career options in classrooms. Students are exposed to a rigorous curriculum that prepares them for success in high school and college. Through the Leadership Program students participated in a field trip to a local college to experience the college atmosphere and have explored college options. Through the after school program students are exploring college and careers.</p>	
Enrichment & Extracurricular Engagement ----->			4	
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>The school has expanded the extracurricular and enrichment activities made available for students to participate in. The year a student leadership program was developed that provided students the opportunity to develop leadership skills. This year</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	8th grade students participate take the Explore each year. In some classrooms students explore college and career interests.	
	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. 		
	Transitions ----->			3
	<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. 	All grade level teams participate in cluster grade meetings every other week to discuss academic concerns and learning expectations. Each grade level discusses learning expectations with their adjacent grade level to ensure effective transitions from one grade to another.	

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 ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Palmer allocated funding in line with strategic priorities outlined in the school improvement plan</p> <p>Palmer also maintains multiple partnerships with community organizations and has a designated grant writer. Several teachers work to secure additional funding for projects in the building.</p> <p>Palmer principal coordinates with relevant stakeholders including LSC, ILT, and school improvement committee to identify high-leverage opportunities to invest in on behalf of students.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Recruitment is proactive based on perceived staffing needs and current team/subject strengths in the building.</p> <p>The school works to actively maintain partnerships with other schools, universities, and organizations that may provide strong candidates for the school.</p> <p>The school also hosts student and principal interns on a regular basis to identify high-capacity teachers.</p> <p>Interviews involve a multi-step process including interview with administration, grade level and/or subject team, and a model lesson.</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>School schedule maximizes student "in-class time" and allows for regular common planning times in all grade levels.</p> <p>Additionally, school schedule incorporates space and expectation for intervention for students in need of support on a daily and weekly basis.</p>	

Mission & Strategic Priorities

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

Mission Statement

We are committed to be a neighborhood school that celebrates diversity, meets the needs of all students through differentiated instruction, and maintains high expectations for learning and performance.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Ensure all students are provided rigorous curriculum and materials aligned with Common Core State Standards.	We need to implement rigorous instruction aligned with Common Core State Standards as currently less than 70% of students are meeting interim growth targets in math and reading.
2	Provide targeted, differentiated instruction to all students in all subject areas through multiple structures and strategies.	Classroom observation and instructional rounds reveal that differentiation for diverse learner needs is a challenge for teachers across grade levels and subject areas.
3	Increase teacher capacity to deliver quality instruction and assessment to foster higher expectations and higher performance for students.	Classroom observation and assessments (ISAT shows 22% in exceeds, Explore shows 25% proficiency in reading and 35% proficiency in math) show that rigorous instruction must occur at all grade levels and subject areas in order to support our diverse learning population.
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
Ensure all students are provided rigorous curriculum and materials aligned with Common Core State Standards.	We need to implement rigorous instruction aligned with Common Core State Standards as currently less than 70% of students are meeting interim growth targets in math and reading.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for all instructional staff through Boundless Readers program to support literacy instruction capacity in teachers	Professional Development	All	Boundless Readers Staff; Literacy Specialist; Principal	Summer 2012	Summer 2013		
Implement Common Core State Standards and related assessments in all classrooms through planning and assessment design during cluster and ILT sessions.	Instruction	All	Principal; ILT; Teaching Staff	On-going	Quarter 4		
Develop and implement curriculum materials to ensure curriculum is aligned with Common Core in Math and Reading	Instructional Materials	All	Principal; ILT; Teaching Staff	On-going	Quarter 4		
Increase student access to supplemental instructional materials, including expanded access to manipulatives, workbooks, and on-line resources and Achieve 3000, Raz Kids, SRA Reading and Math, and Reading A to Z to support reading, math, and writing proficiency	Instructional Materials	All	ILT; Teaching Staff, Principal; Assistant Principal	Quarter 1	Quarter 4		
Increase the amount of books in classroom libraries and the leveled reader book room with an emphasis on nonfiction texts to meet student interest needs as well as improve access to text variety and complexity	Instructional Materials	All	Literacy Specialist; Assistant Principal	Quarter 1	Quarter 4		
Implement schedule for the new Full School Day to provide time for additional intervention instruction to apply the above strategies	Instructional Materials	All	Assistant Principal	On-going	Summer 2012		
Provide ongoing professional development to teacher teams related to the above initiatives as appropriate.	Professional Development	All	Principal; ILT; Assistant Principal	On-going	On-going		



Strategic Priority 1

Special Education teachers will receive further professional development on aligning student IEP goals to Common Core Standards.	Professional Development	Students With Disabilities	Special Education Teaching Team	On-going	On-going		
Begin to replicate Boundless Readers professional development model for all teachers in the area of mathematics.	Professional Development	All	Teaching Staff; ILT; Principal	Summer 2012	Year 2		

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 targeted, differentiated instruction to all students in all subject areas through multiple structures and strategies.	Classroom observation and instructional rounds reveal that differentiation for diverse learner needs is a challenge for teachers across grade levels and subject areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to increase differentiated instruction and continue accelerated and regular groupings	Instruction	All	Principal; Assistant Principal; ILT; Teaching Staff	On-going	Summer 2012		
Expand Intervention Block through present program as well as leveraging retired teachers and an increase length of time to support student learning needs in math and reading	Instruction	All	Teaching Staff; Assistant Principal	Quarter 1	Quarter 4		
Continue to use the "Response to Intervention" model to identify students in all grade levels in need of additional support based on progress monitoring	Instruction	All	All Staff, RTI Coordinator	Quarter 1	Quarter 4		
Re-organize staff into new teacher teams to maximize staff curricular and instructional strengths in all grade levels	Staffing	All	Principal	On-going	Summer 2012		
Attract and recruit an increased number of Volunteer Classroom Assistants (VCAs) in classrooms to support student learning	Parental Involvement	All	Bilingual Lead Teacher; BAC/PAC/PTA Presidents	On-going	Quarter 4		
Provide transition support for Newcomer students to accelerate acquisition of English language	Other	English Language Learners	Bilingual Team	Quarter 1	Quarter 4		
Purchase technology including printers, Elmos/projectors, and listening centers to support student learning and differentiated instruction in targeted classrooms	Equipment/Technology	All	Assistant Principal	Summer 2012	Quarter 1		
Create "mobile computer lab" in Modular building as an additional computer lab for intervention and differentiation supports.	Equipment/Technology	All	Assistant Principal	Summer 2012	Summer 2012		



Strategic Priority 2

Update computer lab through strategic evaluation of recycled teacher computers to provide more efficient hardware for student work	Equipment/Technology	All	Assistant Principal	On-going	Summer 2012		
Continue to offer Parent University sessions to support parent collaboration and capacity	Equipment/Technology	All	Assistant Principal; Bilingual Lead Teacher	Quarter 1	Quarter 4		
Continue to leverage BAC/LSC/PTA insight and input into school decisions to support needs of all learners	Professional Development	English Language Learners	Principal; Bilingual Lead Teacher; BAC/PAC/PTA Presidents	Quarter 1	Quarter 4		
Redesign Student Leadership Academy to develop a stronger cohorts of student leaders to support high school and college readiness for students in grades 5-8	LSC/ PAC/ PTA	All	Student Leadership Coordinator	Quarter 1	Quarter 4		
Increase the quality and quantity of opportunities for academic enrichment through the After School All Stars program	After School/Extended Day	All	After School All Stars Coordinator, Principal	Quarter 1	Quarter 4		
Continue to provide students opportunities for enrichments through arts programs, including choir, band, and color guard.	After School/Extended Day	All	Music Teacher, Art Teacher	Quarter 1	Quarter 3		
Provide summer school on-site to support students in need of remediation.	After School/Extended Day	Other student group	Principal, Assistant Principal; Teaching Staff	Quarter 1	Quarter 4		
Provide ongoing professional development related to the above initiatives as appropriate	Professional Development	All	Principal, ILT, RTI Coordinator	On-going	On-going		



Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase teacher capacity to deliver quality instruction and assessment to foster higher expectations and higher performance for students.	Classroom observation and assessments (ISAT shows 22% in exceeds, Explore shows 25% proficiency in reading and 35% proficiency in math) show that rigorous instruction must occur at all grade levels and subject areas in order to support our diverse learning population.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase teacher leadership through professional development and coaching	Professional Development	All	Boundless Readers Staff; Principal	Summer 2012	Summer 2013		
Special Education staff will participate in instructional development conferences and PD to deepen content knowledge and pedagogy; leverage Special Education staff to share development knowledge with staff	Professional Development	Students With Disabilities	Special Education Staff; Principal; Assistant Principal; RTI Coordinator	Summer 2012	Summer 2013		
Bilingual staff will participate in bilingual instructional development conferences and PD to deepen content knowledge and pedagogy; leverage bilingual staff to share development knowledge with staff	Professional Development	English Language Learners	Bilingual Staff; Principal; Assistant Principal; RTI Coordinator	Summer 2012	Summer 2013		
Provide professional development for staff specific to acquisition of content knowledge and higher order thinking in math	Professional Development	All	Principal; Assistant Principal; ILT; RTI Coordinator	Quarter 1	Quarter 4		
Continue to refine and implement common instructional practices for all grades which reflect best practices (according to research and experience) aligned with the CCSS	ILT/ Teacher Teams	All	Principal; Assistant Principal; ILT; RTI Coordinator	On-going	Quarter 4		
Increase the quantity and quality of strategies and activities teachers employ to build skills in writing	ILT/ Teacher Teams	All	Principal; Assistant Principal; ILT; Literacy Specialist	Quarter 1	Quarter 3		
Continue to engage in regular progress monitoring at all grade levels to ensure every student is meeting learning targets	ILT/ Teacher Teams	All	Teaching Staff; ILT	On-going	On-going		
Increase opportunities for co-teaching in all classrooms in order to provide more focused support for varied student learning needs.	ILT/ Teacher Teams	All	Teaching Staff	Quarter 1	Quarter 4		



Strategic Priority 3

Continue to coach and leverage ILT to identify and respond to instructional challenges by leading initiatives and data work with teacher teams	ILT/ Teacher Teams	All	Teaching Staff	Quarter 1	Quarter 4		
Increase the amount of small group instruction taking place in classrooms to support individual student learning needs	Instruction	All	Principal, Teaching Staff	On-going	On-going		
Develop student behavior expectations and consequences across school and within clusters	Instruction	All	Cluster Teams, Principal	Quarter 1	Quarter 1		

