



Louis Pasteur Elementary School

Midway Elementary Network
5825 S Kostner Ave Chicago, IL 60629
ISBE ID: 150162990252396
School ID: 610117
Oracle ID: 24851



Mission Statement

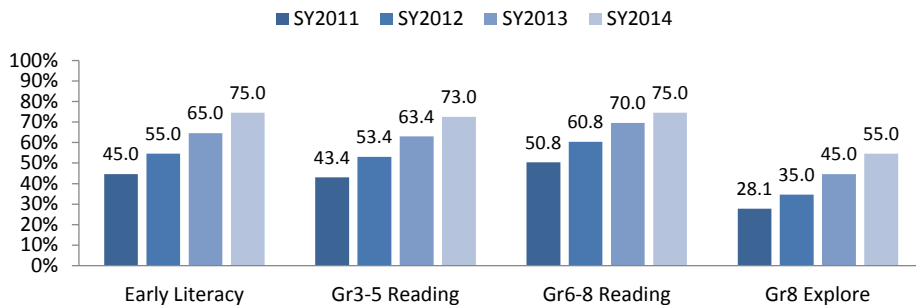
Pasteur School in collaboration with teachers, students, parents and community members, provides each student with a personalized education in a safe, supportive and least restrictive environment. We promote excellence in all students through the utilization of data-driven differentiated instruction and the integration of literature and writing across the curriculum.

Strategic Priorities

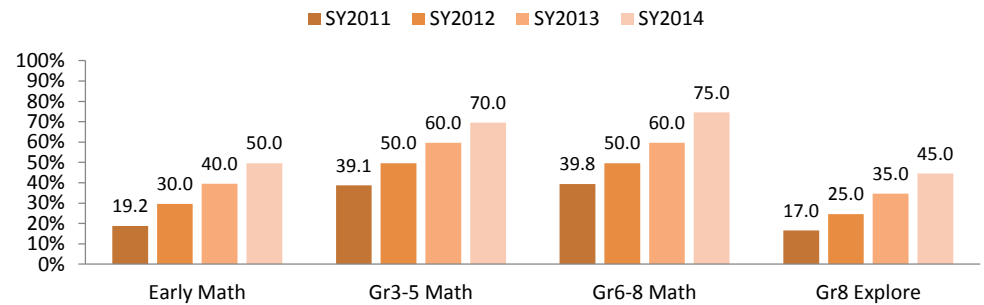
- 1. Core Reading Instruction: 1. Teachers will provide literacy instruction aligned to Common Core 2. Increase ISAT Reading overall student score in grades 3-8 performing at the meet/exceeds by 8% by June 2013, 3. Provide a rigorous curriculum to all students including English Language Learners and students with disabilities through
- 2. Family and Community Engagement: 1. Increase parental support and presence at school meetings (BAC/NCLB and LSC), 2. Provide quarterly workshops for parents to support reading and math at home, 3. Provide quarterly events during the schoolyear celebrating school programs and student achievement
- 3. Health & Wellness: 1. Provide student, staff and parents with an environment that is centered around a healthy and active lifestyle 2. Provide PD for teachers on intergrating physical movement and health to support instruction 4. Provide staff with resources (partnerships) for the integration of health and wellness into the curriculum
- 4. Technology: 1. Expand technology in the classroom, 2. Update technology in the school, 3. Student engagement and interaction, 4. Teacher PD on integrating technology to support instruction
- 5. Core Math Instruction: 1. Increase overall ISAT math student score in grades 3-8 performing at Meets/Exceeds by 5% by June 2013, 2. Teachers will provide a rigorous math curriculum to all students including English Language Learners and students with disabilities through differentiated and small group instruction, 3. Teachers will align math

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: | Louis Pasteur 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 |
| Julio César Contreras | Principal |
| Elvia Rincon | Assistant Principal |
| Francisco Leal | Assistant Principal |
| Christina Sanchez | Lead/ Resource Teacher |
| Patricia Acosta | LSC Member |
| Yolanda Rodriguez | Parent/ Guardian |
| Evelyn Castañeda | ELL Teacher |
| Fabiola Gonzalez | Assessment/Data Faculty |
| Angelica Barrajas | Parent/ Guardian |
| Sandy Cano | Special Education Faculty |
| Sue Buchanan | LSC Member |
| Edward Herbeck | Lead/ Resource Teacher |

Elementary Goal Setting

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

Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | 45.0 | 55.0 | 65.0 | 75.0 | | Early Math % of students at Benchmark on mClass | 19.2 | 30.0 | 40.0 | 50.0 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 43.4 | 53.4 | 63.4 | 73.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 39.1 | 50.0 | 60.0 | 70.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 53.6 | 60.0 | 70.0 | 75.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 57.4 | 65.0 | 75.0 | 80.0 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 50.8 | 60.8 | 70.0 | 75.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 39.8 | 50.0 | 60.0 | 75.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 51.5 | 60.0 | 70.0 | 75.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 46.0 | 55.0 | 65.0 | 75.0 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | 28.1 | 35.0 | 45.0 | 55.0 | | Explore - Math % of students at college readiness benchmark | 17.0 | 25.0 | 35.0 | 45.0 |

Elementary Goal Setting

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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 | 95.0 | 96.0 | 97.5 | 98.0 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 5.0 | 5.0 | 5.0 | 5.0 |

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 | 72.2 | 75.0 | 80.0 | 85.0 | | ISAT - Reading % of students exceeding state standards | 13.7 | 17.0 | 22.0 | 25.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 80.8 | 83.0 | 85.0 | 88.0 | | ISAT - Mathematics % of students exceeding state standards | 15.9 | 18.0 | 22.0 | 25.0 |
| ISAT - Science % of students meeting or exceeding state standards | 70.3 | 73.0 | 75.0 | 80.0 | | ISAT - Science % of students exceeding state standards | 8.2 | 12.0 | 15.0 | 18.0 |

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. | <ul style="list-style-type: none"> Teachers collaborate in grade level in developing lesson plans, instructional strategies, activities and assessments. Teachers will continue to work together on unpacking CCSS standards and data analysis to inform instruction. Teacher's book study "Teach like a Champion" is integrated into weekly grade level meetings. Teachers present at PD days to share a TLC strategy that is working. | |
| | 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. | <ul style="list-style-type: none"> The Principal works with all members of the school community to make quality instruction a priority. Evaluates teachers and makes recommendations to promote high quality teaching and professional learning. Communicates with all school staff via weekly newsletter (Stratcom) concerning current school issues and student achievement. Supports and facilitates professional development opportunities for staff Encourages staff to use professional literature to enhance teaching. Ensures school resources are maximized for student success. Maintains strong community partnerships and seeks new opportunity to expand partnerships to enhance student enrichment opportunities. | |

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|--|---|---|------------|
| Teacher Leadership -----> | | | 4 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <ul style="list-style-type: none"> • Teacher meet and collaborate weekly with Grade level for long and short term planning • Progress monitor for ISEL, mClass and NWEA • Teachers feel that they need additional support in differentiated instruction, centers and grouping. | |

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|--|--|---|------------|
| Instructional Leadership Team (ILT) -----> | | | 4 |
| <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 | <ul style="list-style-type: none"> • The ILT participates in the school improvement process and make recommendation to implement successful programs • The leadership team sets high expectations for teaching and learning • Support instructional best practices and support high-quality instruction in every classroom | |
| Monitoring and adjusting -----> | | | 4 |
| <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>The ILT works with teachers to analyze school data. Teachers collaborate during the grade level meetings to analyze student work samples, discuss strategies and best practices to help students achieve success.</p> | |

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|--------------------------------------|--|---|--|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 4 |
| | <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. | <ul style="list-style-type: none"> Quarterly/weekly mapping of curriculum with standards is completed by all teachers. Skill assessment benchmarks and progress monitoring takes place to identify students who are in need of intervention. The Common Core Standards is incorporated in teacher planning. | |
| | Instructional materials -----> | | | 4 |
| | <ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <ul style="list-style-type: none"> All students, including students with disabilities and English Language Learners have instructional materials aligned to the standards. | |
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| Typical School | Effective School | Evidence | Evaluation |
|--|---|---|------------|
| Assessment -----> | | | 4 |
| <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. | <ul style="list-style-type: none"> • ISEL, mClass, Access and NWEA assessments provides a detailed analysis of students’ strengths and weaknesses providing the teacher with a snapshot to monitor student’s progress. • Assessments allow for analysis of overall classroom and grade level trends during horizontal and vertical planning • Modifications are made for students with special needs and bilingual students. • Accommodations for ELLs, RTI Tier 2 and 3 • Quarterly Plan, Pre/Post Unit tests • Projects, homework, individual classwork • IEPs provide assessment accommodations • RTI strategies provide accommodations for ELLs or other students • Consistency with RTI-Tier 3 support • RTI strategies provide accommodations for ELLs or other students • Consistency with RTI-Tier 3 support | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|--|------------|
| Instruction -----> | | | 4 |
| <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. | <ul style="list-style-type: none"> • Teachers set high expectations for all students • Teachers differentiate their instruction to reach all students • Connect to students prior knowledge and real world experiences • Teachers use data to measure, monitor and promote academic student growth | |

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|------------------------------|---|---|---|------------|
| Professional Learning | Intervention -----> | | | 4 |
| | <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. | <ul style="list-style-type: none"> Classrooms are provided with RTI support Teachers feel that they need additional support with RTI. Teachers will continue with Response to Intervention to monitor student's progress and behavior. | |
| | Whole staff professional development -----> | | | 3 |
| | <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <p>Staff participates in PD focusing on data-driven instruction, collaboration, differentiated instruction and other best practices in Reading and Math. Teachers will continue to work on curriculum mapping and align to CCSS.</p> | |

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|---------------------|--|---|--|------------|
| DIMENSION 3: | Grade-level and/or course teams -----> | | | 4 |
| | <ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. | <ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. | <p>Teachers meet every week during grade level meeting to discuss school data and best instructional practices. The lead literacy teachers work with classroom teachers to facilitate data and assist with progress monitoring, goal setting and strategies for academic growth. Special education teachers and bilingual teachers are part of the grade level collaboration meetings.</p> | |
| | Instructional coaching -----> | | | 4 |
| | <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>New teachers receive support from administration, lead literacy teachers and other teachers. Bilingual and Special education teachers work with general education teachers during staff developing opportunities to reach the needs of all students. The Staff Handbook provides teachers with resources for school-wide and classroom procedures.</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>To ensure that all students are learning what they need to succeed, teachers will continue to implement the common core and college readiness standards at each grade level to be on track to graduate from high school and be college- and career-ready. Families will be informed whether their students are on track toward college and career readiness. Pasteur School currently has</p> <ul style="list-style-type: none"> High School Fair Career Day for grades 5-8th grade Gear Up program for 6-8th grade Northwestern University Partnership – Neuroscience Club | |
| | Relationships -----> | | | 4 |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students’ classroom experiences demonstrate value of home language and culture. | <p>Students have a good relationship with teachers, support staff and administration. Pasteur School participates in the school-wide Positive Behavior Intervention and Supports program which is helping to increase academic performance, improve safety, decrease problem behavior and maintain a positive school culture. Students are familiar with the expectations: "Be respectful, Be responsible and Be Safe" and are rewarded for their positive behavior. Students with disabilities are included in after school activities, sports, art competitions, etc. and are rewarded for their positive behavior. Students participate in a variety of academic and sports after school activities and assemblies which help them create relationships and bonds with staff and students.</p> | |
| Behavior & Safety -----> | | | | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|--|------------|
| <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>Pasteur School has created partnerships with outside organizations to address bullying and to reinforce the importance of acceptance, tolerance and community. We have the following programs with the Cook County Sheriff's Youth Services Department:</p> <ul style="list-style-type: none"> - S.A.V.E (Students against Violent Encounters) for grades 1-4 - Stop the Bullying for grades 5-8 - Conflict Resolution for grade 6 - Think Twice: Legal Consequences of Crimes for grades 7/8 - S.M.A.R.T (Sheriff's Motivational and Responsibility | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|--|---|------------|
| NSION 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>Teachers work with students and parents to set goals in Reading and Math and provide them with support to meet their goals. Parents receive a progress report of students achievement and conferences are scheduled when students are at risk of failing. Parents in grades 3, 6 and 8 receive a copy of the Promotion Policy in English and Spanish during Report Card Pickup. Teachers also communicate with parents on a regular basis via Friday Folders, telephone calls and conferences before or after school. Parents attend the Students Awards Assembly to celebrate the student's accomplishment. Parents receive a monthly newsletter with information on important testing and other school events. The principal sends communications to parent informing them of important events, partnerships or new programs at the school. A monthly Friends of</p> | |
| | Ongoing communication -----> | | | 4 |
| | <ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | <ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | <p>Classroom procedures is communicated to parents during the Open House at the beginning of the school year. School events and important dates are communicated to parents via the monthly newsletter, school website, Friday folder, school marquee and parent bulleting board.</p> | |
| Bonding -----> | | | 4 | |

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 |
|-------------|---|---|--|------------|
| DIME | <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. | <ul style="list-style-type: none"> Parent participation is consistently high in the BAC and PAC committee. There is also a great parent involvement in school volunteer opportunities such as in classroom fieldtrips, Kindergarten classrooms, picture day, fundraising events, Breakfast in the classroom for primary classrooms, Food Share, etc. Parents also participate in computer and ESL classes and a variety of parent workshops. We have high family involvement in our Open House, Report Card Pick-Up days and school assemblies. | |

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 |
|--|---|---|---|------------|
| N 6: College and Career Readiness Supports | Specialized support -----> | | | 3 |
| | <ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. | <ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | Case manager, School counselor, social worker, psychologist and administration work with parents to provide them with information on social agencies and outreach to families. The school counselor and social worker provide students with counseling services as necessary. | |
| | 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. | The school has a High School Fair, High School investigation Day and Career Day to expose students to different school options and careers | |
| Academic Planning -----> | | | 4 | |
| <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. | Increases student and parent awareness of post-secondary education and career options to promote college attendance. Students have professionals attend Career Day and are exposed to different careers. Through the Gear Up program students also have exposure to different career opportunities, workshops and college visits. | | |
| 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. | Students are exposed to a variety of enrichment opportunities such as early risers and after school program, SES, Math and literacy enrichment, Homework Center, Science Club, Science Fair, Conservation Club, Battle of the Books, Writing Competitions and Art | | |

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 -----> | | | 4 |
| | <ul style="list-style-type: none"> Students do not participate in college and career ready assessments | <ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. | <p>Students participate in Explorer test and career advisory. Through the Gear Up program, students will gain early awareness and readiness for college. Students will be participating in Summer Camp and Boot Camp to assist students in literacy, math, note taking and organization and team building skills to increase their academic</p> | |
| | College & Career Admissions and Affordability -----> | | | |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | N/A | |
| 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. | <p>Students in eight grade attend High school shadow days, High School investigation days and Summer school programs to assist in the transition from elementary school to high school.</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 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. | Discretionary funding is allocated to meet the needs of teachers and strenthts including those in the bilingual and special education classroom. The school has established a number of partnerships such as Urban Initiative, Organ Wise, Southwest Airlines, Gear Up and others to help meet the needs of the students. | | |
| | 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. | Students from a number of Universities in the Chicago area participates in clinical experiences and student reachers while at the same time assist the teacher by working with students in the classroom and are a great resource to help the students increase their reading and math skills. Pasteur school carefully screens teacher candidates and hires teachers that are highly qualified, committed and dedicated to provide our students with a quality education. | | |
| Use of Time -----> | | | | 4 | |

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 |
|--|--|--|------------|
| <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>Schedules are programmed to allow teachers to meet as a grade level and collaborate to support each and share strategies, best practices and analyze data to set goals and monitor student's progress. Teachers receive support in the classroom to assist with students in Tier 2 and 3.</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

Pasteur School in collaboration with teachers, students, parents and community members, provides each student with a personalized education in a safe, supportive and least restrictive environment. We promote excellence in all students through the utilization of data-driven differentiated instruction and the integration of literature and writing across the curriculum.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | Core Reading Instruction: 1. Teachers will provide literacy instruction aligned to Common Core 2. Increase ISAT Reading overall student score in grades 3-8 performing at the meet/exceeds by 8% by June 2013, 3. Provide a rigorous curriculum to all students including English Language Learners and students with disabilities through differentiated and small group instruction and a literature and writing focus throughout the curriculum | The overall ISAT Reading scores for 2011 was 79.9%. The school data (NWEA, ISAT and ISEL) demonstrate that students in the meets make more growth when compared to students that are below and exceeding standards. By focusing on aligning curriculum and instructional strategies to Common Core students at all levels will meet or exceed expected growth. |
| 2 | Family and Community Engagement: 1. Increase parental support and presence at school meetings (BAC/NCLB and LSC), 2. Provide quarterly workshops for parents to support reading and math at home, 3. Provide quarterly events during the schoolyear celebrating school programs and student achievement | Parent surveys and meetings indicate a need to continue regular communication regarding school program, events and academic achievement. The My Voice, My School survey demonstrates a lack of parent participation for input. Regular and strategic collaboration between the school and the home will provide parents with strategies to support student achievement and performance, increase the quality of extended learning activities and school-home communication. |
| 3 | Health & Wellness: 1. Provide student, staff and parents with an environment that is centered around a healthy and active lifestyle 2. Provide PD for teachers on intergrating physical movement and health to support instruction 4. Provide staff with resources (partnerships) for the integration of health and wellness into the curriculum | Our school has earned the status of Gold Level in the Healthy Schools Campaign. We strive to model and prepare our students with the proper tools to combat obesity, diabetes and have an active lifestyle. Physical movement will be incorporated into the curriculum as well as additional resources will be provided to support the School Recess program as part of the Full Day Program for 2012-2013. The school wil also engage the home to assure the is a consitent message between the home and the school and empower parents with the right tools for making healthy decisions. |

| | | |
|---|--|--|
| 4 | <p>Technology: 1. Expand technology in the classroom, 2. Update technology in the school, 3. Student engagement and interaction, 4. Teacher PD on integrating technology to support instruction</p> | <p>A school wide focus on teachers integrating technology to support instruction. on the CCSS in all content areas and extracurricular activities will target instructional practices aimed to highlight student achievement. The development of a common language and purposeful daily and after school instructional activities that is utilized among all staff and stake holders; designed to meet their needs will continually push our “Expectation of Greatness.” Fidelity between our instructional practices, emphasizing this expectation will further align our entire school community. Lesson plans aligned to CCSS by 2012 with full implemented across all areas.</p> |
| 5 | <p>Core Math Instruction: 1. Increase overall ISAT math student score in grades 3-8 performing at Meets/Exceeds by 5% by June 2013, 2. Teachers will provide a rigorous math curriculum to all students including English Language Learners and students with disabilities through differentiated and small group instruction, 3. Teachers will align math curriculum and strategies to Common Core</p> | <p>The overall ISAT Math Score for 2011 demonstrate a 5% drop from 2010. During the 2012 school-year, the school schedule was 40 minute periods, this limited the amount of math instruction across grades. For FY2013 the school will meet or exceed the minimum required minutes for math instruction. Teachers will also work to align curriculum and assessment with Common Core Practices.</p> |

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 |
|--|--|
| Core Reading Instruction: 1. Teachers will provide literacy instruction aligned to Common Core 2. Increase ISAT Reading overall student score in grades 3-8 performing at the meet/exceeds by 8% by June 2013, 3. Provide a rigorous curriculum to all students including English Language Learners and students with disabilities through differentiated and small group instruction and a literature and writing focus throughout the curriculum | The overall ISAT Reading scores for 2011 was 79.9%. The school data (NWEA, ISAT and ISEL) demonstrate that students in the meets make more growth when compared to students that are below and exceeding standards. By focusing on aligning curriculum and instructional strategies to Common Core students at all levels will meet or exceed expected growth. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|----------------------------|---------------------|---------------------|-------------|-------------|--------|-----------------------|
| Use NWEA to identify students to participate early risers and after school | After School/ Extended Day | Other student group | ILT | Quarter 1 | On-going | | |
| Weekly 50 minute common planning time for grade level to discuss differentiated instruction, strategies that work and assessment | ILT/ Teacher Teams | All | Administration | Quarter 1 | On-going | | |
| Staff book study - Strategies that Work - discussed at GLM | Professional Development | All | N. Arevalo | Quarter 1 | On-going | | |
| Progress monitoring through submission of skills assessment sheet to ILT | Instruction | All | Teachers | Quarter 1 | On-going | | |
| NWEA goal setting with students at the beginning of year and monitored at middle and reviewed at end of year | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Provide teachers with data charts for strategic reading grouping (RtI, Bil, Sped) for progress monitoring of student success | Other | All | Lead Teachers | Quarter 1 | On-going | | |
| Professional Development for teachers to align curriculum to Common Core | Professional Development | All | Administration | Quarter 1 | On-going | | |
| Provide teachers with PD for integrating technology to support reading instruction | Professional Development | All | Administration | Quarter 1 | On-going | | |
| Provide a 30 minutes block during the day for enrichment / extra support (opportunity for RIT Band Instruction) | Instruction | All | Administration | Quarter 1 | Summer 2013 | | |
| Continue Admin 5 minute quick-win visits and feedback for teachers | Instruction | All | Administration | Quarter 1 | On-going | | |
| Provide funds for teachers to attend workshops on differentiated instruction, CCSS, RtI etc. | Professional Development | All | Principal | Summer 2012 | Summer 2013 | | |
| Provide a bucket for before school and afterschool literacy enrichment program | After School/ Extended Day | All | Principal | Summer 2012 | Summer 2013 | | |
| Purchase supplies for literacy program | Instructional Materials | All | Assistant Principal | Summer 2012 | On-going | | |
| Fund literacy lead teacher position | Staffing | All | Principal | Summer 2012 | Summer 2013 | | |

Strategic Priority 1

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|--|--------------------------|-----|----------------|-------------|-------------|--|--|
| Provide workshops for teachers on analyzing data reports (ISEL, mClass & NWEA), vocabulary instruction and phonic development | Professional Development | All | Administration | Quarter 1 | On-going | | |
| Fund bucket for substitute teachers to support peer observations | Professional Development | All | Principal | Summer 2012 | Summer 2013 | | |
| Participation in school-wide reading incentive program (Six-flags, Pizza Hut, Tales to Tackle) | Instruction | All | Teachers | Quarter 1 | Quarter 4 | | |
| Principal and Assistant Principals will hold classroom observation and teacher evaluations to ensure effective teaching practices are taking place | Instruction | All | Administration | Quarter 1 | Quarter 4 | | |
| Data analysis of student assessment by teachers, Instructional Leadership Team and Administrators to monitor progress and identify areas of need | Other | All | ALL | Quarter 1 | Quarter 4 | | |
| Continue weekly ILT meetings to discuss student performance | ILT/ Teacher Teams | All | ILT | Quarter 1 | On-going | | |
| Provide staff with workshops on supporting English Language Learners and student with disabilities | Professional Development | All | BLT | Quarter 1 | On-going | | |
| Support teachers to pursue Reading endorsement | Professional Development | All | Administration | Quarter 1 | On-going | | |
| Expand Reading Leveled Readers (novel sets) for branch | Instructional Materials | All | Administration | Quarter 1 | Quarter 4 | | |
| Implement Guided Reading structure to reading block to better meet student levels | Instruction | All | All | Quarter 1 | Quarter 4 | | |
| | | | | | | | |

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 |
|--|--|
| Family and Community Engagement: 1. Increase parental support and presence at school meetings (BAC/NCLB and LSC), 2. Provide quarterly workshops for parents to support reading and math at home, 3. Provide quarterly events during the school year celebrating school programs and student achievement | Parent surveys and meetings indicate a need to continue regular communication regarding school program, events and academic achievement. The My Voice, My School survey demonstrates a lack of parent participation for input. Regular and strategic collaboration between the school and the home will provide parents with strategies to support student achievement and performance, increase the quality of extended learning activities |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|----------------------|----------------|---------------------|-----------|-----------|--------|-----------------------|
| Identify and support staff member to enhance family and community programs | Parental Involvement | Not Applicable | ILT | Quarter 1 | On-going | | |
| Continue Friday Folders to inform parents of student progress, school curriculum and school events | Parental Involvement | Not Applicable | Teachers | Quarter 1 | On-going | | |
| Quarterly workshops on parenting | Parental Involvement | Not Applicable | BLT | Quarter 1 | On-going | | |
| Agency and organization partnerships will be provided via school website and reviewed quarterly | Parental Involvement | Not Applicable | Principal | On-going | On-going | | |
| School Website will be updated weekly with school information: events, assemblies and important dates | Parental Involvement | Not Applicable | Principal | On-going | On-going | | |
| School website will be translated in Spanish | Parental Involvement | Not Applicable | Principal | Quarter 3 | On-going | | |
| Continue monthly school community newsletter | Parental Involvement | Not Applicable | Principal | Quarter 1 | On-going | | |
| Provide a monthly parent school newsletter with important events, meeting dates and student accomplishments | Parental Involvement | Not Applicable | Assistant Principal | On-going | On-going | | |
| Continue providing in the office and on school website monthly home-school strategies newsletter to develop a home life that will help their child to succeed in school | Parental Involvement | Not Applicable | Assistant Principal | On-going | On-going | | |
| Continue awareness of meetings through monthly school calendar, marquee and parent bulletin board | Parental Involvement | Not Applicable | Leadership Team | On-going | On-going | | |
| Provide volunteer opportunities: i.e. parent patrol, foodshare, classroom helpers | Parental Involvement | Not Applicable | Assistant Principal | On-going | On-going | | |
| Host regular BAC, NCLB, LSC and Principal-Parent meetings to inform of school progress, events and student achievements | Parental Involvement | Not Applicable | Leadership Team | Quarter 1 | On-going | | |
| Host an open house for all parents | Parental Involvement | Not Applicable | Teachers | Quarter 1 | Quarter 1 | | |
| Work with NCLB committee to allocate funds based on parent needs | Parental Involvement | Not Applicable | NCLB Chair | On-going | On-going | | |

Strategic Priority 2

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|---|----------------------|----------------|-----------------|-----------|-----------|--|--|
| Host a Reading / Math night to promote reading and Math enrichment | Parental Involvement | Not Applicable | Teachers | Quarter 2 | Quarter 4 | | |
| Provide assemblies to showcase student learning and academic success | Parental Involvement | Not Applicable | Teachers | On-going | On-going | | |
| Allocate funds for Students in Temporary Living Situations | Parental Involvement | Not Applicable | Principal | Quarter 1 | Quarter 4 | | |
| Provide instructional strategy and parenting workshops during parent meetings | Parental Involvement | Not Applicable | Leadership Team | Quarter 1 | On-going | | |
| Survey parents for school input during Report Card Pick Up days | Parental Involvement | Not Applicable | Administration | On-going | On-going | | |
| Provide parents with ESL/Computer/Parenting classes - search out GED classes | Parental Involvement | Not Applicable | Leadership Team | On-going | On-going | | |
| Further develop parent Resource Room | Parental Involvement | Not Applicable | NCLB Chair | On-going | On-going | | |
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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 |
|---|--|
| Health & Wellness: 1. Provide student, staff and parents with an environment that is centered around a healthy and active lifestyle 2. Provide PD for teachers on integrating physical movement and health to support instruction 4. Provide staff with resources (partnerships) for the integration of health and wellness into the curriculum | Our school has earned the status of Gold Level in the Healthy Schools Campaign. We strive to model and prepare our students with the proper tools to combat obesity, diabetes and have an active lifestyle. Physical movement will be incorporated into the curriculum as well as additional resources will be provided to support the School Recess program as part of the Full Day Program for 2012-2013. The school will also engage the home |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|----------------------------|----------------|---------------------|-----------|-----------|--------|-----------------------|
| Provide nutrition workshops for parents quarterly | Parental Involvement | Not Applicable | BAC/NCLB | Quarter 1 | Quarter 4 | | |
| continue partnerships - Organwise (k-2) | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Provide staff with weekly health and wellness lesson in StratCom to incorporate in teaching | Other | Not Applicable | Principal | Quarter 1 | On-going | | |
| Assess Health and Wellness program by surveying staff, parents and students | Other | All | Leadership Team | Quarter 1 | Quarter 4 | | |
| Integrate 5 minutes of physical movement in the classrooms during instruction (schoolwide) | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Incorporate Health lessons schoolwide | Instruction | All | Teachers | On-going | On-going | | |
| Provide students with 50 minute period of physical education | Instruction | All | Physical Ed. Tchr | Quarter 1 | Quarter 4 | | |
| Post nutrition tips on website | Other | Not Applicable | Principal | On-going | On-going | | |
| Continue providing parents with health and wellness information on parent monthly newsletter | Parental Involvement | Not Applicable | Assistant Principal | On-going | On-going | | |
| Provide bucket to fund sports programs | After School/ Extended Day | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide funds to support Recess (Urban Initiatives) | After School/ Extended Day | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide funds for parent workers for Recess | Parental Involvement | All | Principal | Quarter 1 | Quarter 4 | | |
| Establish partnership with organization/program to address healthy lifestyle (Chicago Runs) | After School/ Extended Day | Not Applicable | Leadership Team | On-going | On-going | | |
| Provide a schoolwide Health Fair | Parental Involvement | All | Leadership Team | Quarter 2 | Quarter 2 | | |
| Continue FoodShare Program | Parental Involvement | Not Applicable | Principal | Quarter 1 | Quarter 4 | | |
| Work with parents to develop a Parent Exercise/Health program | Parental Involvement | Not Applicable | BAC/NCLB | Quarter 1 | Quarter 4 | | |
| Collaborate with community organizations to provide parents with health workshops and programs | Parental Involvement | Not Applicable | Leadership Team | On-going | On-going | | |
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Strategic Priority 3

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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 |
|--|---|
| Technology: 1. Expand technology in the classroom, 2. Update technology in the school, 3. Student engagement and interaction, 4. Teacher PD on integrating technology to support instruction | A school wide focus on teachers integrating technology to support instruction. on the CCSS in all content areas and extracurricular activities will target instructional practices aimed to highlight student achievement. The development of a common language and purposeful daily and after school instructional activities that is utilized among all staff and stake holders; designed to meet their needs will continually push our "Expectation of |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|--------------|-------------------|-------------|-------------|--------|-----------------------|
| Fund technology coordinator to provide instruction and maintenance school technology | Instruction | All | Principal | Summer 2012 | Summer 2012 | | |
| update computer equipment in labs (branch and main) | Instructional Materials | All | Principal | Summer 2012 | Summer 2012 | | |
| provide funds for additional laptops for school | Equipment/Technology | All | Principal | Summer 2012 | Summer 2012 | | |
| Technology Coordinator will develop a spiraling curriculum that will expose student to technology demands of 21st century | Instruction | All | Technology Cord | Summer 2012 | Summer 2013 | | |
| Provide staff with PD for integrating technology in the classroom to enhance instruction | Instruction | All | Technology Cord | Quarter 1 | Quarter 4 | | |
| provide funds to expand technology software | Instruction | All | Principal | On-going | On-going | | |
| Fund Compass Learning maintenance fee | Instructional Materials | All | Principal | On-going | On-going | | |
| provide funds to expand technology in annex | Equipment/Technology | All | Principal | On-going | On-going | | |
| Provide teachers will workshops on utilizing Compass Learning and NWEA to assess and student performance | Instruction | All | ILT | Quarter 1 | Quarter 4 | | |
| Identify Grade Band Technology teacher Leader (Prek-K, 1-2, 3-4, 5-6, 7-8) | Instruction | All | Leadership Team | Quarter 1 | Quarter 4 | | |
| Fund PD 360 & components to support technology integration, PD, Common Core Practice and increase feedback | Instructional Materials | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide technology for Teacher Technology Leaders | Equipment/Technology | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide funds for teachers to attend Professional Development on integrating technology | Professional Development | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide funds for iPad Apps for school to support reading, math , science, social science, health and other content areas | Instructional Materials | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide classrooms with additional desktop/laptop computers | Equipment/Technology | All | Principal | Quarter 1 | Quarter 1 | | |



Strategic Priority 4

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|--|--------------------------|-----|-----------------|----------|----------|--|--|
| Provide funds to expand technology equipment in classrooms | Equipment/Technology | All | Principial | On-going | On-going | | |
| provide funds for subs for teachers to attend Technology workshops | Professional Development | All | Principal | On-going | On-going | | |
| Establish a Technology Committee and monitor technology implementation and develop a technology vision | Other | All | Leadership Team | On-going | On-going | | |
| Expand E-Beam Technology to provide home support for reading/math lessons | Equipment/Technology | All | Principal | On-going | On-going | | |
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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 |
|--|--|
| Core Math Instruction: 1. Increase overall ISAT math student score in grades 3-8 performing at Meets/Exceeds by 5% by June 2013, 2. Teachers will provide a rigorous math curriculum to all students including English Language Learners and students with disabilities through differentiated and small group instruction, 3. Teachers will align math curriculum and strategies to Common Core | The overall ISAT Math Score for 2011 demonstrate a 5% drop from 2010. During the 2012 school-year, the school schedule was 40 minute periods, this limited the amount of math instruction across grades. For FY2013 the school will meet or exceed the minimum required minutes for math instruction. Teachers will also work to align curriculum and assessment with Common Core Practices. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|----------------------------|---------------------|-------------------|-------------|-------------|--------|-----------------------|
| Progress monitoring NWEA, mClass and Compass Learning of student achievement | ILT/ Teacher Teams | All | ILT | Quarter 1 | On-going | | |
| Quarterly monitoring of student performance in Mathematics (Report Cards, Gradebook, Progress reports and skills sheets) | ILT/ Teacher Teams | All | ILT | Quarter 1 | On-going | | |
| Continue Admin 5 minute quick-win visits and feedback for teachers | Instruction | All | Administration | On-going | On-going | | |
| Principal and Assistant Principals will hold classroom observation and teacher evaluations to ensure effective teaching practices are taking place | Instruction | All | Administration | On-going | On-going | | |
| Data analysis of student assessment by teachers, Instructional Leadership Team and Administrators to monitor progress and identify areas of need | ILT/ Teacher Teams | All | ILT | On-going | On-going | | |
| Continue weekly ILT meetings to discuss student performance | ILT/ Teacher Teams | Not Applicable | ILT | Quarter 1 | Quarter 4 | | |
| Provide workshops for teachers on analyzing data reports (mClass & NWEA) to enhance math instruction | Other | All | ILT | Quarter 1 | Quarter 4 | | |
| Provide funds to purchase instructional manipulatives and materials to enhance the math program | Instructional Materials | All | Principal | Quarter 1 | On-going | | |
| Hire a teacher with Algebra certificate | Staffing | Other student group | Principal | Summer 2012 | Summer 2012 | | |
| Provide parents with quarterly workshops on practical math learning activities to help their children at home | Parental Involvement | Not Applicable | Teachers | Quarter 1 | Quarter 4 | | |
| Provide a bucket for before school and afterschool Mathematic enrichment program | After School/ Extended Day | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide staff with workshops on supporting English Language Learners and student with disabilities | Professional Development | All | Leadership Team | Quarter 1 | Quarter 4 | | |
| Fund bucket for substitute teachers to support peer observations | Professional Development | All | Principal | Quarter 1 | On-going | | |
| Use NWEA to identify students to participate early risers and after school | After School/ Extended Day | All | ILT | Quarter 1 | Quarter 4 | | |

Strategic Priority 5

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|--|--------------------------|-----|------------------|-----------|-----------|--|--|
| Weekly 50 minute common planning time for grade level to discuss differentiated instruction, strategies that work and assessment | Professional Development | All | Administration | Quarter 1 | Quarter 4 | | |
| Staff book study - Strategies that Work - discussed at GLM | Professional Development | All | Teachers | Quarter 1 | Quarter 4 | | |
| Progress monitoring through submission of 5 week student progress report | Other | All | ILT | Quarter 1 | Quarter 4 | | |
| NWEA goal setting with students at the beginning of year and monitored at middle and reviewed at end of year | Instruction | All | ILT | Quarter 1 | Quarter 4 | | |
| Provide teachers with data charts for strategicmath grouping (Rtl, Bil, Sped) | ILT/ Teacher Teams | All | ILT | Quarter 1 | Quarter 4 | | |
| Professional Development for teachers to align curriculum to Common Core | Professional Development | All | Leadership Team | Quarter 1 | Quarter 4 | | |
| Provide teachers with PD for integrating technology to support mathematic instruction | Professional Development | All | Technology Cord. | Quarter 1 | Quarter 4 | | |
| Provide a 30 minutes block during the day for enrichment / extra support (oppportunity for RIT band instruction) | Instruction | All | Principal | Quarter 1 | Quarter 4 | | |
| Provide funds for teachers to attend workshops on differentiated instruction | Professional Development | All | Principal | Quarter 1 | Quarter 4 | | |
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