



2012-2014 Continuous Improvement Work Plan

Josiah Pickard Elementary School

Pilsen-Little Village Elementary Network

2301 W 21st Pl Chicago, IL 60608

ISBE ID: 150162990252404

School ID: 610129

Oracle ID: 24961



Mission Statement

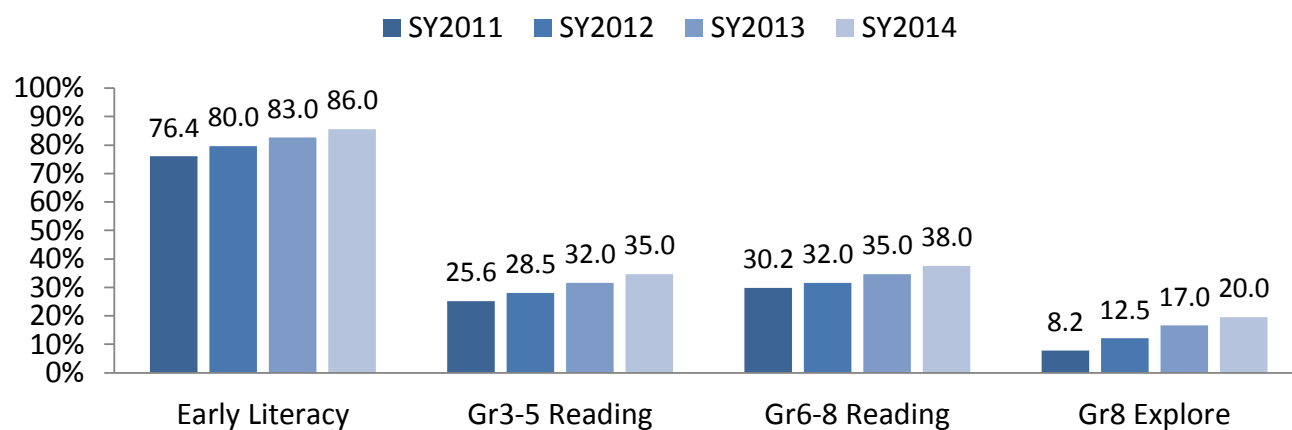
To develop our teachers' abilities to provide a high quality education for all of our students, that is aligned to the rigor of the Common Core State Standards - making our students college and career ready and productive and contributing citizens.

Strategic Priorities

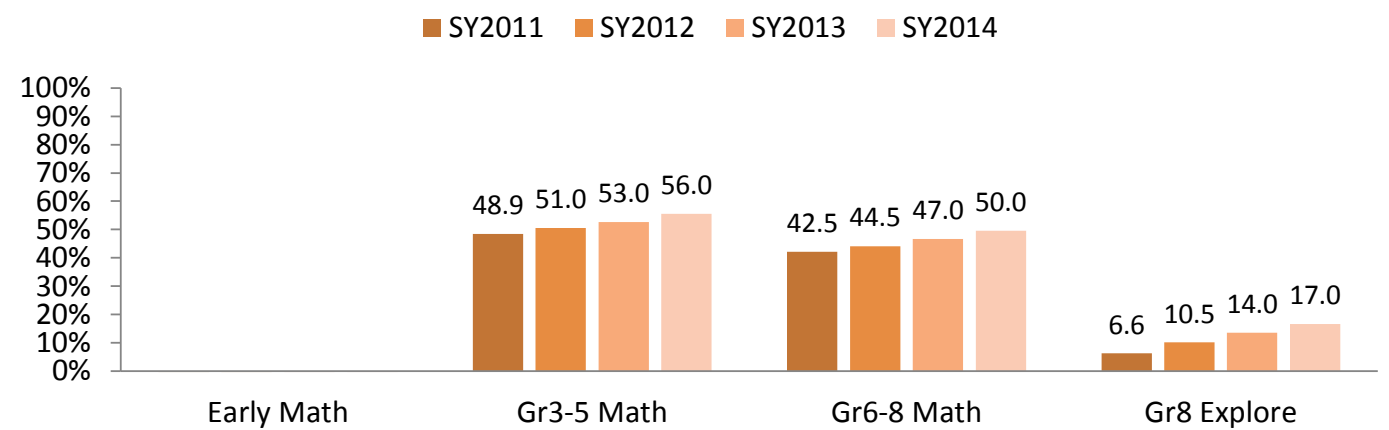
1. Instructional practices aligned to the Gradual Release of Responsibility.
2. To implement Common Core State Standards
3. Develop a strategic plan for accelation/intervention
4. Systematic ELD

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:	Josiah Pickard 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
RIGO HERNANDEZ	PRINCIPAL
PHIL YASENAK	ASSISTANT PRINCIPAL
Miguel FRANCO	ELL Teacher
J. POOL	Special Education Faculty
EVELIA DIAZ	Classroom Teacher
ELSA PIMENTEL	Classroom Teacher
ALEXIS GONZALEZ	Lead/ Resource Teacher
MARTHA CASTRO	LSC Member
ELAINE RATAJCZAK	Community Member
MARTHA ANDERSON	Community Member
RYAN YOUNG	Special Education Faculty



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	76.4	80.0	83.0	86.0		Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.6	28.5	32.0	35.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	48.9	51.0	53.0	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.0	57.5	60.0	60.3		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	78.6	81.0	83.5	86.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.2	32.0	35.0	38.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	42.5	44.5	47.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.8	72.5	75.0	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.0	73.0	76.5	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	8.2	12.5	17.0	20.0		Explore - Math % of students at college readiness benchmark	6.6	10.5	14.0	17.0



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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	95.8	96.0	96.2	96.5					
					Misconducts Rate of Misconducts (any) per 100	5.1	4.8	4.5	4.0

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	60.5	63.0	66.0	69.5		ISAT - Reading % of students exceeding state standards	11.0	11.5	12.0	12.5
ISAT - Mathematics % of students meeting or exceeding state standards	77.5	80.0	83.0	86.0		ISAT - Mathematics % of students exceeding state standards	16.1	16.8	17.5	18.0
ISAT - Science % of students meeting or exceeding state standards	61.6	63.5	66.5	70.0		ISAT - Science % of students exceeding state standards	7.1	8.5	9.5	10.5

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>In the last two years the ILT has analyzed data to determine priorities focused on our core instruction (What, How do we Know?) The ILT has set goals tied to ISAT, Scantron, TRC, and monitor data through the year to determine if we are on track.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Professional learning is organized, aligned to the Theory of Action and is followed up in team meetings, and coaching. Instructional plans and teachers practice is monitor to get feedback as well as of for evaluations. Providing teachers the opportunity to engage with CCSS is beginning to establish the importance of Colleague and Career Readiness. In addition to our monthly LSC meeting, there is ongoing communication with parents and community members such as "Coffee with the Principal, NCLB, BAC, additional workshops and trainings focused on Literacy, Health and Nutrition, as well as other community interests.</p>	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>20 out 35 of the teachers are active members in committees other than grade levels. However, some of them are not always contributing members. Each meeting has norms including equity of voice, but some teachers are not as vocal as it could be.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<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>In the last two years the ILT has guided and developed the capacity of teachers based on the priorities of the Theory of Action. The ILT is representative of the staff. ILT makes decisions that are benefit all students. ILT and Grade Level are closely linked and they able to make informed decisions. Also, the ILT monitors quantitative and qualitative data of the implementation of the TOA and makes adjustments accordingly.</p>	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<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>ILT meets regularly to monitor data, broken down by grade level and by teacher to develop plans to support continues student improvement. Qualitative and quantitative data are look at together to help paint fuller pictures of students achievement and teachers effectiveness.</p>	<p>3</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Grade Level Team meets weekly to plan their instruction and it is aligned to the CCSS. The material used is beginning to meet the complexity of the CCSS and none fiction text is becoming more visible in the classrooms. Teachers create long term plans for how to teach the standards, agnostic of content.	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Teachers have core instructional materials aligned to the Illinois Standard that they use as a resource to help teach the CCSS. These materials are not as supportive for the ELL and Special Education students as needed. Grade Level Team have come up with additional resources that they need to teach the CCSS, and the school has supporting them by purchasing the resources and providing professional learning.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>The ILT looks at the District Wide Data broken down to the teachers' level. The teachers look at the same data broken down to the students. The DWA does not provide a clear picture of students' learning or students deficiencies. The teachers create students assessment and analyze students work at grade level meetings and provide meaningful feedback to the students.</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>Most teachers explain their learning objective and relevance of learning every day. In addition, most teachers scaffold students learning toward master of the standard. Formative assessments take place at least weekly in most classrooms and teachers questioning and task/activities are aimed primarily at DOK.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Teachers use collected data to help and provide additional support to the students. Kg-2nd monolingual students receive targeted interventions through the BURST Program. The ILT looks at DIBELS data to assess the quality and implementation of the BURST Program. Most of our teachers receive formal coaching on Literacy focused on improving instruction. Teachers receive quality feedback and follow up to assess their effectiveness. New teachers are given "On-Boarding" training that is intense and rigorous to help them to understand the instructional vision at Pickard. All teachers engage in peer observations includes a pre-conference, observations, and a post-conference where teachers give feedback to each other.</p>	
	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>All staff professional development is aligned to the Theory of Action and Learning Cycle. Learning Walks happen every other month to look for the quality of implementation of the professional learning.</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>Teachers meet twice weekly for Grade Level for professional development and analyze students work and plan instruction. Grade Level meetings are facilitated by an "Expert" to help to facilitate deep conversations around professional practices. Grade Level uses protocols and norms to provide good collaboration. Special Education and Bilingual Teachers are part of grade level teams.</p>	
	Instructional coaching ----->			
	<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>Most of our teachers receive formal coaching on Literacy focused on improving instruction. Teachers receive quality feedback and follow up to assess their effectiveness. New teachers are given "On-Boarding" training that is intense and rigorous to help them to understand the instructional vision at Pickard. All teachers engage in peer observations includes a pre-conference, observations, and a post-conference where teachers give feedback to each other.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>These expectations are really enforced by the middle and upper grade teachers including the school counselor, scheduled and coordinated speakers presentations, and the administration.</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>No all of our students have the need or the privilege of having an adult advocate. But, we have been able to coordinate few resources in this area and established a partnership with several resources such as "Mercy Home", "ChildLink", "Grad-Hill" community agencies. The agencies provide academic, and social-emotional support to our needy students and their families. In addition, our school counselor and clinicians also provide services to them.</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>"CALM CULTURE", "PROGRESSIVE DISCIPLINE", and the enforcement of the CPS Student Code of Conduct are used at Pickard. The school has a very calmed and relaxed atmosphere conducive to 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. 	The principal, the assistant principal, and as well as the administrative team are very humble and approachable. The open and revolving door policy provides the opportunity for a two way communication. Most of our teachers have clear expectations, consistent classroom rules across all grade levels and the school. The school counselor is very active in providing and coordinating efforts for the students and their families during articulation and transition grades.	
	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. 	The principal, the assistant principal, and as well as the administrative team are very humble and approachable. The open and revolving door policy provides the opportunity for a two way communication. Most of our teachers have clear expectations, consistent classroom rules across all grade levels and the school. The school counselor is very active in providing and coordinating efforts for the students and their families during articulation and	
	Bonding ----->			3
	<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. 	The administration makes sure that all parents and visitors are welcome and treated with respect and dignity. The school have many ways to bring the parents and the community into the school for example: "Literacy Nights", "Book Fair Nights", "Open House", "Student of the Month", "Coffee with the Principal", BAC, NCLB, and LSC meetings. The school has a great partnership with the Boys and Girls Club too which is a great support system.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The school is able to provide the students and the families with individual, group, and family counseling-social services in partnership with "ChildLink", "Mercy Home", :Grad-Hills'. This is in addition to our Support Services Personnel.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Career Fairs and several presentations through out the school year coordinated with the counselor's office provide this opportunity the our middle and upper school students.</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>The "EXPLORE" Test is promoted very well among our 8th grade students before it is administered. High School counselors are invited to come and present their programs to the upper grade students.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Our resources are very limited, but we offer our students plenty of field trips which are linked to their current academic learning. These trips provide opportunities and exposure for our low income students to enhance their academic and life experiences.</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. 	<p>Career Fairs and several presentations through out the school year coordinated with the counselor's office provide this opportunity the our middle and upper school students.</p>	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>The school provides to our 8th grade students and families adequate information about the neighborhood high school and the "Option for Knowledge's programs available.</p>	
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>All grade transition are very well documented and based on the school collected data (ISAT, SCANTRON, TRC, DIBELS, IDEL, ESL, SPECIAL EDUCATION, and ACCESS). Teachers have the opportunity to review current data for their information and plan accordingly.</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 ----->			3
	<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. 	The discretionary funds are allocated according to our priorities and the instructional needs of the students .	
	Building a Team ----->			3
	<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. 	Our hiring process includes LSC and ILT members and when possible an expereince teacher from the specific grade or specialty area level.	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Our school schedule is very detailed even during testing periods to avoid cancelation of classes and maximized instructional time. It provides weekly time for Grade and teachers Collaboration Meetings. Also time is allocated for Intervention/Accelaration/ELD to help the students.	

Mission & Strategic Priorities

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

Mission Statement

To develop our teachers' abilities to provide a high quality education for all of our students, that is aligned to the rigor of the Common Core State Standards - making our students college and career ready and productive and contributing citizens.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Instructional practices aligned to the Gradual Release of Responsibility.	Using qualitative observations from learning walks and our Scantron, TRC, and ISAT data, the ILT determined that instruction needs to improve and that as a staff, we need to have common language about instruction. We also know that developing student's ability to be independent is essential for sustained academic success.
2	To implement Common Core State Standards	Looking at our students achievement data (ISAT, Scantron, TRC), we noticed that we are moving students to "meets", but not to exceed standards. By implementing a more rigorous set of standards, we are raising the bar for the students achievement. This priority is directly related to our EXPLORE and ISAT Exceeds goals. This priority will focus teachers on the content that is required for students to be successful in their grade level.
3	Develop a strategic plan for accelation/intervention	Using our Scantron data, we realized that some students are not meeting individualized targets in grades 3-8, and using TRC data some students are not meeting their EOY benchmarks, and overall, we have a significant population of students not at grade level. The purpose of this priority is to target the knowledge and skills needed for the students to be successful at their grade level and beyond during an intervention/acceleration block of time.
4	Systematic ELD	Using our ACCESS data as well as classroom data, students in our bilingual program were not achieving English Language Proficiency as expected. To enhance the English Language development , we needed to put a system in place that allows for student communication both verbal and written.
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
Instructional practices aligned to the Gradual Release of Responsibility.	Using qualitative observations from learning walks and our Scantron, TRC, and ISAT data, the ILT determined that instruction needs to improve and that as a staff, we need to have common language about instruction. We also know that developing student's ability to be independent is essential for sustained academic success.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a learning cycle that includes professional learning tied to gradual release of responsibilities	Professional Development	All	ILT	Quarter 1	On-going		PD would start before the beginning of the school year and be part of a learning cycle.
Monthly learning walks to gauge teacher implementation and effectiveness of the professional learning (K-4 every month, 5-8 every other month).	Other	All	ILT	Quarter 1	On-going		
ILT meets every other week to analyze data and look at trends from monthly learning walk; from these meetings, the learning cycle maybe adjusted to meet the needs of teachers and students.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Grade levels meet weekly to analyze student work and plan instruction focused on the implementation of the professional practice.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Peer observations with protocols for pre-observations, and post-observations feedback aligned to the professional practice.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Professional reading s/teachers's book clubs focused and differentiated for teachers implementing the professional practice.	Professional Development	All	ILT	Quarter 1	On-going		
Cross site visits to observe teachers at other schools implementing the same professional practice.	Instruction	All	ILT	Quarter 1	On-going		
Sending staff to professional learning in addition to the school PD to gain knowledge about the professional practice.	Professional Development	All	ILT	Quarter 1	On-going		



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
To implement Common Core State Standards	Looking at our students achievement data (ISAT, Scantron, TRC), we noticed that we are moving students to "meets", but not to exceed standards. By implementing a more rigorous set of standards, we are raising the bar for the students achievement. This priority is directly related to our EXPLORE and ISAT Exceeds goals. This priority will focus teachers on the content that is required for students to be successful in their grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
PRIORITY TWO (2)							
Include in the learning cycle, professional development tied to gaining knowledge of the CCSS, creating units of instruction following the Understanding by Design (UBD) protocol, and on Universal Design for Learning (this will be part of the 75 minutes weekly PD and happen with professional learning on instruction).	Professional Development	All	ILT	Quarter 1	On-going		What we teach and when, Developing units of instruction, and making sure that the content is accessible for ALL (including ELL).
Additional professional learning tied to developing units of instruction that are accessible for all students.	Professional Development	All	ILT	Quarter 1	On-going		
Monthly learning walks to gauge teacher implementation of the units with an emphasis on looking for rigor and alignment to CCSS. (K-4 every other month, 5-8 every other month).	Other	All	ILT	Quarter 1	On-going		Complexity of text/activity
ILT meets every other week to analyze data and look at trends from monthly learning walk; from these meetings, the learning cycle maybe adjusted to meet the needs of teachers and students.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Grade levels meet weekly to analyze students work and plan instruction focused on the implementation of their unit.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		Could begin during flex days
Professional readings/teacher book clubs focused and differentiated for teachers implementing CCSS.	Professional Development	All	ILT	Quarter 1	On-going		
Network grade release days to support teacher's development of units and foster collaboration across the Network.	Professional Development	All	ILT	Quarter 1	On-going		



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop a strategic plan for accelation/intervention	Using our Scantron data, we realized that some students are not meeting individualized targets in grades 3-8, and using TRC data some students are not meeting their EOY benchmarks, and overall, we have a significant population of students not at grade level. The purpose of this priority is to target the knowledge and skills needed for the students to be successful at their grade level and beyond during an intervention/acceleration

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire an RTI Coordinator to develop and oversee a targeted and strategic plan for acceleration/intervention.	Staffing	Other student group	ADMIN	Summer 2012	Quarter 4		This person could also provide intervention support for 6-8 graders.
Hire 2 ESP's to provide intervention and support core instruction (one for K-2, one for 3-5 Grs.)	Staffing	Other student group	ADMIN	Summer 2012	Quarter 4		3-5 grades pending budget
ILT to analyze data (grade, teacher, student) to determine if intervention/acceleration support is adequate and work with RTI Coordinator to adjust as needed.	ILT/ Teacher Teams	Other student group	ILT	Quarter 1	On-going		
Determine which assessments will be used to monitor and/or diagnose needed intervention/acceleration.	Other	Other student group	ILT/RTI COORDINATOR	Summer 2012	Quarter 4		
Professional development for RTI Team (Coordinator and ESP's) and teachers focused on how to deliver interventions/accelerate learning for students (happen at least 1 time per month during the 75 minutes PD time).	Professional Development	Other student group	ILT/ADMIN/RTI COORDINATOR	Summer 2012	On-going		
Monitor effectiveness of interventions/acceleration block during class visits.	Other	Other student group	ILT/ADMIN/RTI COORDINATOR	Quarter 1	On-going		
Provide Tier 1 support in the classroom using ESP's, provide Tier 2 support during the intervention/acceleration block using ESP's for grade level pull out and have ESP's for grade level pull out and have ESP's adjust starting times to allow for Tier 3 intervention after school.	After School/ Extended Day	English Language Learners	RTI COORDINATOR	Quarter 1	On-going		



Strategic Priority 3



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
Systematic ELD	Using our ACCESS data as well as classroom data, students in our bilingual program were not achieving English Language Proficiency as expected. To enhance the English Language development , we needed to put a system in place that allows for student communication both verbal and written.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff teachers will appropriate credentials in bilingual positions	Staffing	English Language Learners	ADMIN	Summer 2012	Summer 2012		
Send teachers to EL ACHIEVE training that need it.	Professional Development	English Language Learners	ADMIN/TEACHERS	Summer 2012	Summer 2012		
Allow for a sacred 40 minutes ELD block of time for Grs. Kg-5th.	Instruction	English Language Learners	ADMIN/ILT	Quarter 1	Summer 2012		
Have the BLT create student schedules that allow for receiving the appropriate level of ELD instruction.	Other	English Language Learners	BLT	Summer 2012	Quarter 1		
Monitor fidelity of implementation of the ELD block and teachers using the EL ACHIEVE Program	Instructional Materials	English Language Learners	BLT/BILINGUAL COMMITTEE, ILT/ADMIN	Quarter 1	On-going		
Assess students acquisition of English and move them through units as needed.	Instruction	English Language Learners	TEACHER/BLT	Quarter 1	On-going		
During grade level meetings, allocate time for weekly conversation regarding ELD in the content areas.	ILT/ Teacher Teams	English Language Learners	BLT/BILINGUAL COMMITTEE, ILT/ADMIN	Quarter 1	On-going		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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