



Mission Statement

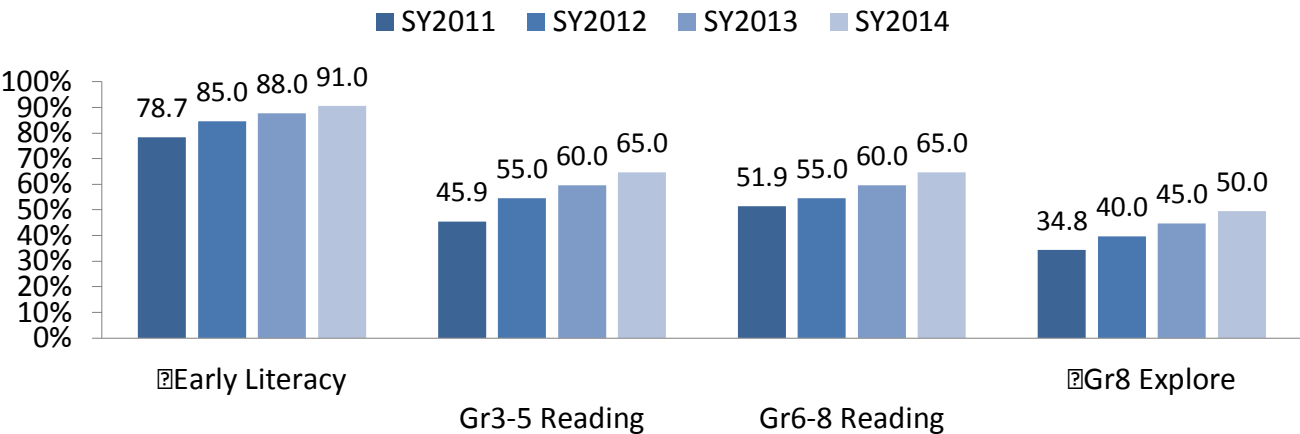
We seek to nurture every child to become self-directed learners, collaborative workers, complex thinkers and community contributors within an integrated arts environment that fosters innovation, respect, engagement and intellectual inquiry.

Strategic Priorities

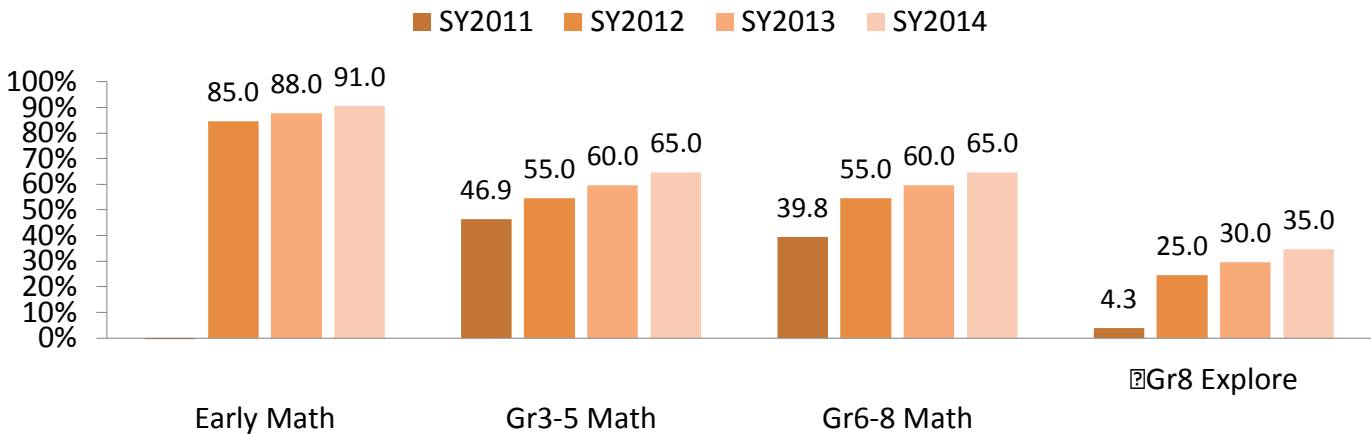
- 1. Use the workshop model and related balanced literacy components to integrate the use of discussion; metacognition; activation of background knowledge; purpose-setting; differentiated and cooperative groupings; modeling; and before, during, and after reading strategies in order to help students become active participants in
- 2. Provide comprehensive and differentiated instruction for all students to deepen understanding of math concepts, and improve problem solving skills, reading comprehension, written expression in math.
- 3. Provide robust and comprehensive spiraled curriculum in the arts and arts integration instruction aligned with the Ravenswood curriculum for all students to strengthen problem solving, critical and reflective skills.
- 4. Continue social-emotional learning for all students based on the Positive Discipline framework, creating communities that embody theories of kindness and firmness, in which all participants are respected and work together to solve problems
- 5. Develop and implement a philosophy and pedagogy to using the inquiry approach for instruction in the content areas, as well as in the arts and in literacy when appropriate.

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:

Ravenswood 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
Heather Connolly	Principal
Priya Uhlig	Classroom Teacher
Colleen McVeigh	ELL Teacher
Greg Janes	LSC Member
Eve Ludwig	Classroom Teacher
Mary Lubben	Community Member
Betsy Nore	LSC Member
Tom Vlajkov	Classroom Teacher
Megan Residori	Lead/ Resource Teacher
Catherine Conde	Assessment/Data Faculty
Molly Mehl	Classroom Teacher
Susan Conti	ELL 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	78.7	85.0	88.0	91.0			Early Math % of students at Benchmark on mClass	NDA	85.0	88.0	91.0
3rd - 5th Grade											
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.9	55.0	60.0	65.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.9	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.2	67.0	71.0	74.0			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	74.5	80.0	83.0	86.0
6th - 8th Grade											
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.9	55.0	60.0	65.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.8	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.4	65.0	69.0	73.0			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	67.6	70.0	73.0	76.0
8th Grade											
Explore - Reading % of students at college readiness benchmark	34.8	40.0	45.0	50.0			Explore - Math % of students at college readiness benchmark	4.3	25.0	30.0	35.0

Climate & Culture

All Grades		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	95.9	96.9	97.9		Misconducts Rate of Misconducts (any) per 100	8.1	6.0	5.0	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	67.3	72.0	77.0	82.0			ISAT - Reading % of students exceeding state standards	13.7	25.0	30.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.5	83.0	88.0	93.0			ISAT - Mathematics % of students exceeding state standards	18.9	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	65.2	70.0	75.0	80.0			ISAT - Science % of students exceeding state standards	18.8	25.0	30.0	35.0

School Effectiveness Framework

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DIMENSION 1:Leadership

Typical School	Effective School	Evidence	Evaluation
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.	We have measurble goals that MAP and the Network and adminstration has set for growth in our student teting population. We have a clear strategic plan to close the acheivement gap and increase our number of students on the exceeds categories. This can be seen through our ILT cycles of work our problem of practice, our bookclubs around inquiry model, our internal "Rounds" to establish a consistendand rigorous learning environment for our students as well as building teacher capacity.	
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.	Principal creates an atmoshphere of distributive leadership which is seen through weekly teacher led differentiated professional development. Principal establishes a culture of sharing best practice through identifying each staff members strength and next step goals and connecting them with the right fit person in the building. Principal develops a culture of college readiness through raising the bar and bringing rigor to the curriculum. Principal keeps parents and community abreast of the performance information of our school through LSC meetings, community forums and monthly communications.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	Nearly all of our teachers are invested members of one or more of the areas listed: ILT, Grade level cohorts, RTI team, Mentor teacher, Curriculum writing teams, Bookclub study groups, Bilingual Lead, CIWP team, Union representation, grant writers, coordinator for school-wide events, Professional development presenters, Point people for district-wide teams. Sports and academic coaches, and school-wide committees.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<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>Our ILT team is a combination of our data team and curriculum team. This group is effectively meeting biweekly to address the cycles to address problem of practice, The team designs professional development to address the POP using resources from teacher's best practice. the team is reflective in its addressing the school -wide goals based on the data they monitor. The level of communication is high between the ILT and the staff as a whole in order to guide the staff on next steps. Then the ILT distribute the information further through the grade level teams.</p>	
Monitoring and adjusting			2
<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>We monitor our data as the MAP test and ISATs inform us. We need to be looking at our data more contiuously to identify the learning needs of our students in order to make adjustments more regularly to our instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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. 	Several grade cohorts have aligned and created standards based year long curriculum maps for units in core subject areas for grades preK-5. The units are aligned vertically to ensure standards are comprehensively addressed in each grade level cohort. Grade levels and cohorts have created some Common Core aligned units of study in core subject areas. Grades 6-8 are in the process of developing units. Other teams continue to write and pilot additional units. Teachers make use of a wide variety of appropriately complex texts, including short articles and leveled nonfiction trade books. Most planning by individual teachers differentiates instruction according to learner needs.	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Grade level cohorts have assembled core instructional materials, including manipulative and science materials, to be shared by team members. Additional materials are acquired as needed. A book room for staff use allows teachers access to a variety of leveled texts, fiction and nonfiction to supplement classroom materials. Most classrooms boast robust classroom libraries with a variety of titles spanning interest and reading level. Every classroom subscribes to nonfiction periodicals for each student. Upper grades receive additional subject themed periodicals, as does fourth grade	
Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey . While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<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>All teachers have access to school wide assessment data through the NWEA website. Primary teachers access DIBELS data on a regular basis to inform planning and instruction. In addition, cohorts make use of published reading assessments three times per year, as well as the assessments from the math series. Teachers regularly meet to review and discuss student work, including writing and constructed response assessments. Units of study are aligned with performance assessments. Rubrics and checklists have been created for some performance assessments. Teachers continue to develop assessments on a regular basis.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<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 communicate with the students the standards based objectives and goals for each learning experience. Teachers regularly ask students to apply learning in relevant situations. Teachers use questioning techniques that promote student thinking, understanding and discussion. Unit objectives are sequenced and aligned to produce student mastery. Most teachers scaffold instruction as needed for students with different needs. Each teacher utilizes formative assessments to monitor student progress and understanding and to plan for future instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Teachers identify high-risk students at the beginning of the year through MAP tests and informal reading inventories. Teachers use small-group and differentiated instruction to meet the needs of struggling students. We have an RTI teacher, who documents student growth using progressive tools, such as Read Naturally. Special Education and Homeroom teachers have ongoing conversations about curriculum, as well as the progress of children.</p>	
Professional Learning	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>The Instructional Leadership Team and administration planned out a year long course of professional development aligned with goals and priorities as outlined in the school improvement plan. Teachers and administrators regularly schedule and participate in mini-rounds to assess the effectiveness of the professional development and of instruction in general. The team is currently in the process of creating a protocol to orient new teachers to the pedagogy and content of instruction at Ravenswood. Cohorts and grade level teams meet weekly to discuss student work and plan for instruction. In addition, teachers regularly participate in observation cycles with one another.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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>The Instructional Leadership team establishes a series of work cycles on pertinent topics around which teachers meet weekly. Teachers and specialists meet on a regular basis to review data and discuss progress of students receiving intervention. Teacher teams consist of all specialists within a cohort and are led by ILT members. Several protocols have been developed and put in use to support partner, peer and team collaborations. Teams meet regularly to discuss student progress and to plan for instruction.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers are collaborating to produce a process for inducting new teachers. Peer coaching and cross classroom visitation is a regular part of coaching. Teachers receive support from mentor teachers per identified needs.</p>	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	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 	Students have opportunities through student council, the performing arts and other cross-curricular activities to take leadership and exercise their voice. Middle school students have the opportunity to participate in focus future where mentors work with individual students on planning their future goals. The students also participate in the reality fair giving them a sense of planning for their future. Staff members take on helping individual students pursue high school goals.	
	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. 	All students have multiple adult advocates who care deeply for them and support them in reaching their goals. Patterns of interactions among all adults and students at Ravenswood are respectful with fair and appropriate responses to misbehavior. A schoolwide initiative towards positive discipline is in its third year of implementation. School-wide anti-bullying initiatives are also implemented. Teachers routinely incorporate multicultural aspects of students' home cultures into the curriculum. Parents are invited to share their cultural experiences during school wide events such as World's Fair, and during individual classroom projects.	
	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. 	The school has a common, consistent school wide approach to student discipline and a tiered approach to behavior interventioon that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment.	

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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. 	Principal held state of the school address to inform families on school performance and resources. An annual open house is held during which teachers provide families with information on expectations, curriculum and classroom procedures.	
	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. 	Teachers, administration and parent liasons engage in on-going dialogue regarding student progress and means to support students at home. Parents are encouraged to discuss and share information with teachers regarding their child's strengths and needs. Parent volunteers and school staff have created a website to serve as a hub for regular communication about school events.	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	The school has a welcoming, non-threatening environment. Regular events and performances bring families and community into the school. Opportunities to socialize formally and informally have been established by parent groups and teachers. Buddy families to orient new families to the school community are being established. Parent volunteers and staff reach out to the local community to create partnerships with elected officials, media outlets, block clubs and businesses.	

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.**

N 6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	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. 	School staff conducts outreach to families and students in need of specialized support utilizing available agencies and organizations as needed.	
	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. 		
	Academic Planning ----->			3
	<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. 	Mathletes, focus future, student council, reality fair, sports teams, Theatrical performances, Musical performances, Art exhibitions in and outside the school, advance math course are opportunities we have for our students to develop ideas for future goals.	
	Enrichment & Extracurricular Engagement ----->			3
	<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. 	The school offers a wide range of extracurricular activities through a partnership with youth guidance as well as through teachers volunteering time and resources. See above	

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 ----->			3
	<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>The school in partnership with Ravenswood Community Serices provides educational and career mentoring to 7th and 8th graders. The school and volunteers run an annual Reality Fair to help students grasp decision making and career concepts.</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. 		
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Working with parents, staff and students we need to develop an all inclusive program starting in 6th grade leading the students to successful transition to a high school appropriate for the child. Our transitions for the early childhood years addresses the developmental needs of the children transitioning to kindergarten as well as informs the parents of the requirements and developmental need of the child.</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.**

DIMENSION 7: Resource Alignment	Typical School	Effective School	Evidence	Evaluation
	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. 	With what little money we have we focus our resources on reducing class size, acquiring appropriate instructional materials, and funding the arts. We aggressively pursue funding through a variety of sources, fund raisers and partnerships. Our teachers win grants and donors choose to deepen the learning in individual classrooms. We have America Reads tutors to work with individual 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. 	Staff hiring is a careful process that includes a team of staff to interview each candidate. The candidates go through a rigorous interview process. Many candidates come from within the school, for example teacher's assistants have proven themselves as hard working and committed to educating our students. Within our process of hiring we choose candidates that are aligned with our beliefs and values and are willing to go above and beyond the contractual commitment.	
	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 schedule reflects our priorities by ensuring literacy block in the morning, it also includes common planning time several times a week for grade levels. It has been used as a model for the district for scheduling.	



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop your Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) supports this priority? How does this priority help you to achieve your goals? **Tip: When entering text, press**

Mission Statement

We seek to nurture every child to become self-directed learners, collaborative workers, complex thinkers and communicators through inquiry and intellectual inquiry.

Strategic Priorities

#	Priority Description: Write in the description of your priority.
1	Use the workshop model and related balanced literacy components to integrate the use of discussion; metacognition; activation of background knowledge; purpose-setting; differentiated and cooperative groupings; modeling; and before, during, and after reading strategies in order to help students become active participants in constructing meaning.
2	Provide comprehensive and differentiated instruction for all students to deepen understanding of math concepts, and improve problem solving skills, reading comprehension, written expression in math.
3	Provide robust and comprehensive spiraled curriculum in the arts and arts integration instruction aligned with the Ravenswood curriculum for all students to strengthen problem solving, critical and reflective skills.

4	Continue social-emotional learning for all students based on the Positive Discipline framework, creating communities that embody theories of kindness and firmness, in which all participants are respected and work together to solve problems
5	Develop and implement a philosophy and pedagogy to using the inquiry approach for instruction in the content areas, as well as in the arts and in literacy when appropriate.

develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a framework, etc.) did you use to determine the priority? How does this priority impact
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munity contributors within an integrated arts environment that fosters innovation, respect, engagement

Rationale: Write in your rationale (see instructions for guiding questions).

Most teachers currently implement the workshop model in reading and/or writing instruction. We will increase capacity among teachers for full implementation K-8. Workshop model utilizes best practice pedagogy such as gradual release, matching texts to readers, and process writing. Therefore, encouraging and supporting teachers to implement workshop practices will improve literacy instruction in general as well as address the needs of ELL and SpEd populations.

Standardized test scores in math do not demonstrate consistent growth in recent years; many students have difficulty comprehending text and expressing themselves in writing related to math.

Data has shown marked improvement in core subjects that have integrated with the arts at our school and throughout the district. The arts provide opportunities to learn through multiple learning styles making successful learning more accessible for all students. The arts are not so much a result of inspiration and innate talent as they are a person's capacity for creative thinking and imagining, problem solving, creative judgement and a host of other mental processes.

Student responsibility, student interactions, the ability to problem-solve and engagement in their own learning will improve. When children are respected and encouraged, they put forth more effort and have better outcomes in all academic and social endeavors. Successful community building and problem solving skills are essential to a highly functional learning environment.

An insufficient number of students k-8 exceed standards. We want students to take ownership of their learning and to develop critical thinking and questioning skills that will provide the foundation for academic success. The primary team has begun using an inquiry pedagogy for instruction in the content areas. We will implement this approach in all grades K-8. Inquiry taps into students' natural curiosity, encourages critical thinking and questioning, provides students with the opportunity to engage in authentic research and pushes students to make their learning public.

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
Use the workshop model and related balanced literacy components to integrate the use of discussion; metacognition; activation of background knowledge; purpose-setting; differentiated and cooperative groupings; modeling; and before, during, and after reading strategies in order to help students become active participants in constructing meaning.	Most teachers currently implement the workshop model in reading and/or writing instruction. We will increase capacity among teachers for full implementation K-8. Workshop model utilizes best practice pedagogy such as gradual release, matching texts to readers, and process writing. Therefore, encouraging and supporting teachers to implement workshop practices will improve literacy instruction in general as well as

Action Plan

Monitoring

[illegible]

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Strategic Priority Description	Rationale
Provide comprehensive and differentiated instruction for all students to deepen understanding of math concepts, and improve problem solving skills, reading comprehension, written expression in math.	Standardized test scores in math do not demonstrate consistent growth in recent years; many students have difficulty comprehending text and expressing themselves in writing related to math.

Action Plan

Monitoring

[illegible]

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

Strategic Priority Description	Rationale
Provide robust and comprehensive spiraled curriculum in the arts and arts integration instruction aligned with the Ravenswood curriculum for all students to strengthen problem solving, critical and reflective skills.	Data has shown marked improvement in core subjects that have integrated with the arts at our school and throughout the district. The arts provide opportunities to learn through multiple learning styles making successful learning more accessible for all students. The arts are not so much a result of inspiration and innate talent as they are a person's capacity for creative thinking and imagining, problem solving, creative judgement

Action Plan

Monitoring

[illegible]

Monitoring

Priority 4 Page 1 of 1

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
Develop and implement a philosophy and pedagogy to using the inquiry approach for instruction in the content areas, as well as in the arts and in literacy when appropriate.	An insufficient number of students k-8 exceed standards. We want students to take ownership of their learning and to develop critical thinking and questioning skills that will provide the foundation for academic success. The primary team has begun using an inquiry pedagogy for instruction in the content areas. We will implemet this approach in all grades K-8. Inquiry taps into students' natural curiosity, encourages critical

Action Plan

Monitoring

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