



## 2012-2014 Continuous Improvement Work Plan

# Peter A Reinberg Elementary School

O'Hare Elementary Network

3425 N Major Ave Chicago, IL 60634

ISBE ID: 150162990252422

School ID: 610145

Oracle ID: 25111



### Mission Statement

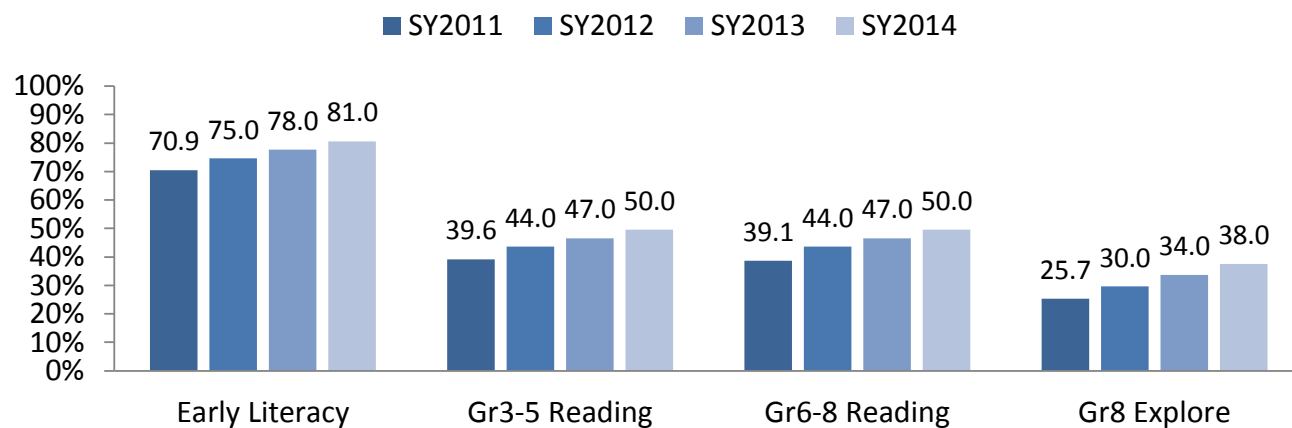
Through an integrated effort of teachers, students, parents and community members, Reinberg will educate, inspire, include, and challenge all students. A rigorous curriculum, differentiated instruction, and character development will prepare our students for College and Career Readiness in a global society.

### Strategic Priorities

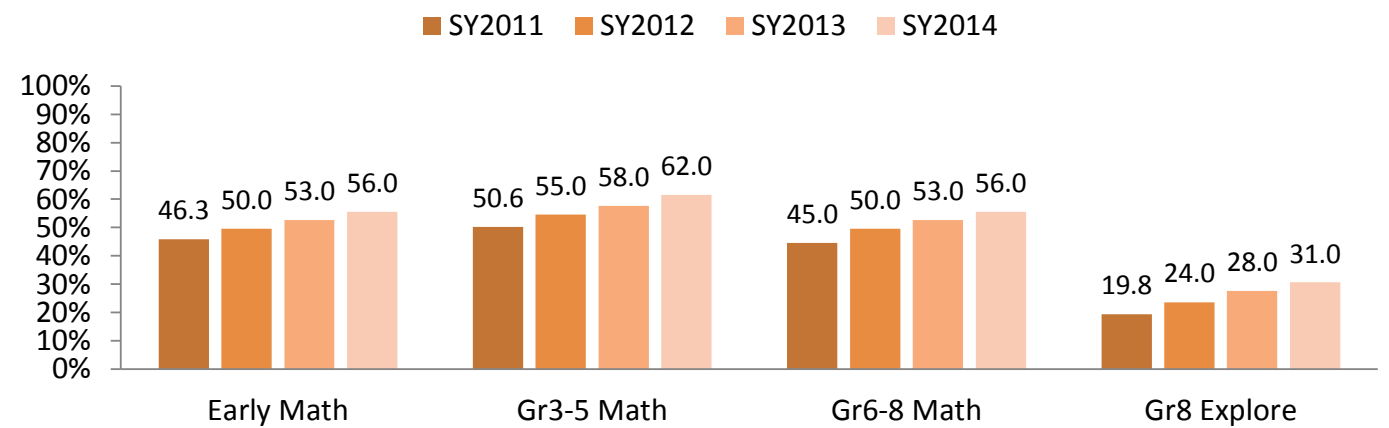
1. Increase the percentage of students exceeding state standards on the ISAT in Reading from 14.7% to 19% / Math from 24% to 28%.
2. Increase the percentage of K-2 students at benchmark on Dibels (EOY) from 70.9% to 75%. Increase the percentage of K-2 students at benchmark on Mclass Math (EOY) from 46% to 50%.
3. Increase the percentage of 8th grade students at the College Readiness Benchmark on the Explore Reading exam from 25.7% to 30% / Math from 19.8% to 24%.

### 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](http://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:	Peter A Reinberg 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
Edwin H. Loch	Principal
Kimberly Davis	Assistant Principal
Susan Casey	Classroom Teacher
Alexander Carroll	Classroom Teacher
Jennifer Gibson	Special Education Faculty
Bonnie Hoffman	Classroom Teacher
Therese Korzeniowski	ELL Teacher
Nancy Ortega	Classroom Teacher
Jodi Schatz	Counselor/Case Manager
Therese Twardowski	Support Staff
Tamara Morgan	Classroom Teacher
Marchell Jaszczor	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	70.9	75.0	78.0	81.0		<b>Early Math</b> % of students at Benchmark on mClass	46.3	50.0	53.0	56.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	39.6	44.0	47.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	50.6	55.0	58.0	62.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	51.3	56.0	59.0	62.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	66.0	70.0	73.0	76.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	39.1	44.0	47.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	45.0	50.0	53.0	56.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	49.6	53.0	56.0	59.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.3	59.0	62.0	65.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	25.7	30.0	34.0	38.0		<b>Explore - Math</b> % of students at college readiness benchmark	19.8	24.0	28.0	31.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.8	96.0	96.2	96.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	8.2	8.0	7.7	7.4

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	76.0	80.0	83.0	86.0		<b>ISAT - Reading</b> % of students exceeding state standards	14.7	19.0	23.0	26.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	82.3	85.0	88.0	91.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	24.0	28.0	31.0	34.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	75.6	79.0	82.0	85.0		<b>ISAT - Science</b> % of students exceeding state standards	16.0	20.0	23.0	26.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>School has established goals for Scantron, Dibels, Mclass math, Achieve 3000, ISAT.</p> <p>School continues coaching cycle with DePaul University, Erikson Institute and ST Math.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal participates in grade level team meetings.</p> <p>Staff development, entire staff meetings, parent meetings.</p> <p>Encourages teachers to attend professional development and stay current with educational best practices.</p> <p>Promotes grant writing opportunities.</p> <p>Utilizes community relationships and resources.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Most teachers are involved in one or more leadership roles:</p> <ul style="list-style-type: none"> <li>Rtl team membership</li> <li>Grade level team leaders</li> </ul>	

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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>Wide range of teachers and grade levels represented on the ILT team.</p> <p>Grade level and department representation.</p> <p>Regularly scheduled meetings.</p> <p>ILT team has led professional development throughout the school year.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>All teachers use a variety of data to drive instruction.</p> <p>Teachers are becoming more reflective during their team meetings.</p> <p>Cross curricular/departmental collaboration.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Each grade level team collaborates to ensure successful implementation of the CCSS.</p> <p>Materials/test used for instruction exposes all students to grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</p> <p>Materials/text include the supports necessary to ensure that students with disabilities and ELL's are able to gain core content knowledge and skills.</p>	
	<b>Instructional materials</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>		
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>School-wide frequent data collection and analysis Assessment accommodations and modifications are in place to ensure that students with disabilities and ELL's are able to appropriately demonstrate their knowledge and skills</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teacher collaboration and discussion of clear teaching methods. Teachers use data Scantron, Dibels, Mclass Math, to guide instruction.</p> <p>Whole-group and small-group instruction is used to reach students at all levels/abilities.</p> <p>Inclusive teaching, push-in/pull-out and teacher collaboration is used at all grade levels.</p> <p>Use of Hess Matrix to promote critical thinking and problem solving skills.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Wide-range of teachers and grade levels represented on the ILT team.</p> <p>Assessments included in instructional materials.</p> <p>Monthly RtI meetings to discuss student progress and grade level liaisons report on individual student's intervention progress.</p> <p>Data driven diagnostics include Dibels, Mclass math, Reading 3D, Scantron and a variety of research based interventions.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>School wide professional development to introduce CCSS and unwrap the standards.</p> <p>School wide professional development around the Hess Matrix.</p> <p>Scantron training for 2nd-8th grade teachers.</p> <p>Achieve 3000 training and support for 4th-8th grade teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Weekly team collaboration and constant on- going discussions around student data.</p> <p>Middle school math and science professional development through a partnership with DePaul University.</p> <p>Professional development with the Erikson Institute for Pre-K through 3rd grade teachers.</p> <p>Monthly meetings with special education teachers.</p> <p>Annual bilingual state conference.</p> <p>ILT team meetings bi-monthly. Each grade cluster and department is represented on the ILT team.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>New teachers are provided with a peer mentor.</p> <p>Informal coaching takes place through grade level partners.</p> <p>Informal peer/department observations.</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Many staff members reinforce school expectations for all students to aspire to college and career-ready standards.</p> <p>High school fair is held at school to encourage 7th, &amp; 8th grade students to explore high school and post high school opportunities.</p> <p>Middle school curriculum incorporates college research and statistics.</p> <p>Every student in 5th-8th grade has a voice in determining leadership in the student council.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students have an adult (teacher) advocate who cares about and supports their educational success and their well being.</p> <p>School- wide focus on character development which includes a monthly theme is led by the 8th grade student.</p> <p>Reinberg has had a successful inclusive model for the past 21 years and will continue to do so.</p> <p>Special education students and ELL students are included in all aspects of the educational experience based upon their needs.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Staff establishes and maintains a safe, welcoming school environment.</p> <p>Discipline violations and positive behavior supports are handled differently between teachers without school- wide norms.</p> <p>The four R's (respect, responsibility, ready, role-model) are posted in every classroom.</p> <p>School rules and regulations are outlined in the student agenda and on the school website.</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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>School-wide open house provides parents with policies, curriculum and student and parent expectations for the school year.</p> <p>Principal holds meetings with parents to share information on school performance and progress.</p> <p>Monthly meetings are held with the NCLB, BAC, and LSC.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Monthly school newsletter sent home and published to the school website.</p> <p>Parent portal training is offered throughout the year.</p> <p>Parents may communicate with teachers via parent portal, cps email, and student agendas.</p> <p>Computers are available for parent use during the school day.</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>Reinberg offers an open door policy for parents to communicate with administration/teachers.</p> <p>Reinberg provides frequent opportunities for families and community members to participate/volunteer in school-wide activities, i.e. assemblies, math/reading night, fundraisers, student safety patrol and lunchroom supervision.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Reinberg has an on-going partnership with Metropolitan Family Services to provide before/after school programs and social services.</p> <p>School social worker offers referrals to outside agencies as families demonstrate need.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Middle school curriculum incorporates college research and statistics.</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Teachers encourage students to apply to academically challenging high schools in order to prepare for a successful future.</p> <p>We offer an algebra program for our 8th grade students to prepare for higher level math in high school.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Reinberg offers a variety of before/after school programs such as Battle of the Books, book clubs, pre-algebra, algebra, music program, science research program, student council, sports programs, and a student talent show.</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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Reinberg's 8th grade students take the EXPLORE test, which includes an interest inventory.</p> <p>The EXPLORE test is an early predictor of student performance on the ACT exam.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>The school works to ensure effective transitions from one grade to the next.</p> <p>The school meets with 8th grade parents on a regular basis to ensure a smooth transition from 8th grade to H.S.</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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>School allocates discretionary spending to align with identified needs and strategic priorities.</p> <p>School actively identifies and pursues opportunities outside funding through community partnerships to help meet student and staff needs.</p> <p>School resources are used for student achievement growth necessary for every student to graduate college and career ready.</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is conducted after vacancy or expected vacancy is identified based on student needs.</p> <p>Grade/subject teams are assembled to include the needed combination of knowledge and expertise.</p>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is designed based on the student needs and school wide educational priorities.</p> <p>The school schedule allows for regular grade level meetings where teachers can collaborate.</p> <p>Intervention for struggling students happens at the discretion of the teacher during small group instruction.</p>	

## Mission & Strategic Priorities

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

### Mission Statement

Through an integrated effort of teachers, students, parents and community members, Reinberg will educate, inspire, include, and challenge all students. A rigorous curriculum, differentiated instruction, and character development will prepare our students for College and Career Readiness in a global society.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Increase the percentage of students exceeding state standards on the ISAT in Reading from 14.7% to 19% / Math from 24% to 28%.	Based on last year's 3rd-8th ISAT scores Reading 14.7%/ Math 24% our percentage of students exceeding state standards is below that of the O'Hare Network.
2	Increase the percentage of K-2 students at benchmark on Dibels (EOY) from 70.9% to 75%. Increase the percentage of K-2 students at benchmark on Mclass Math (EOY) from 46% to 50%.	Based on last year's (EOY) Dibels Benchmark 70.9% of our students were at benchmark on Dibels. Based on last year's (EOY) Mclass Math benchmark on 46% of our students were at benchmark.
3	Increase the percentage of 8th grade students at the College Readiness Benchmark on the Explore Reading exam from 25.7% to 30% / Math from 19.8% to 24%.	Based on last year's 8th grade Explore scores, our students are further behind in math than they are in reading.
4	Optional	
5	Optional	

### 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
Increase the percentage of students exceeding state standards on the ISAT in Reading from 14.7% to 19% / Math from 24% to 28%.	Based on last year's 3rd-8th ISAT scores Reading 14.7%/ Math 24% our percentage of students exceeding state standards is below that of the O'Hare Network.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development around the CCSS and emphasizing the Hess Matrix to enhance differentiated instruction.	Professional Development	All	Edwin Loch	Summer 2012	On-going		
Provide enrichment/intervention programs to meet all students' needs and challenge them to reach higher levels of Bloom's Taxonomy.	Instruction	All	Edwin Loch	Quarter 1	On-going		
Provide enrichment/intervention programs to meet all students' needs and challenge them to reach higher levels of Bloom's Taxonomy.	After School/Extended Day	All	Edwin Loch	Quarter 1	Quarter 4		
At every grade level teachers will create curriculum maps aligned to the CCSS in ELA and Math.	ILT/ Teacher Teams	All	Classroom Teachers and Administration	Summer 2012	Quarter 2		



**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
Increase the percentage of K-2 students at benchmark on Dibels (EOY) from 70.9% to 75%. Increase the percentage of K-2 students at benchmark on Mclass Math (EOY) from 46% to 50%.	Based on last year's (EOY) Dibels Benchmark 70.9% of our students were at benchmark on Dibels. Based on last year's (EOY) Mclass Math benchmark on 46% of our students were at benchmark.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development/coaching through continued partnership with Erikson Institute.	Professional Development	All	Edwin Loch	On-going	On-going		
Provide professional development around the CCSS and emphasizing the Hess Matrix to enhance differentiated instruction.	Professional Development	All	Edwin Loch	On-going	On-going		
Continued benchmark/progress monitoring assessments to gauge progress and drive instruction towards (EOY) goals.	Instruction	All	Classroom Teachers & Administration	On-going	On-going		
Provide reading/math intervention (RtI) to students not on track to meet (EOY) goals.	After School/Extended Day	Other student group	Classroom Teachers & Administration	On-going	On-going		
At every grade level teachers will create curriculum maps aligned to the CCSS in ELA and Math.	ILT/ Teacher Teams	All	Classroom Teachers & Administration	Summer 2012	Quarter 2		



**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
Increase the percentage of 8th grade students at the College Readiness Benchmark on the Explore Reading exam from 25.7% to 30% / Math from 19.8% to 24%.	Based on last year's 8th grade Explore scores, our students are further behind in math than they are in reading.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom conduct an audit of existing texts aligned to CCSS and invest in supplemental non-fiction texts.	Instructional Materials	All	Classroom Teachers & Administration	Summer 2012	Quarter 1		
Provide professional development/coaching through continued partnership with DePaul University.	Professional Development	Other student group	Classroom Teachers & Administration	On-going	On-going		
At every grade level teachers will create curriculum maps aligned to the CCSS in ELA and Math.	ILT/ Teacher Teams	All	Classroom Teachers & Administration	Summer 2012	Quarter 2		
Provide reading/math intervention (RtI) to students not on track to meet individual goals.	Instruction	Other student group	Classroom Teachers & Administration	Quarter 1	Quarter 4		



**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

**Action Plan**

**Monitoring**

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

### 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