CIWP

2012-2014 Continuous Improvement Work Plan

Cesar E Chavez Multicultural Academic Center ES

Pershing Elementary Network

4747 S Marshfield Ave Chicago, IL 60609

ISBE ID: 150162990252886

School ID: 610148

Oracle ID: 25151

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Values: Respect, High Expectations, Driven to Success

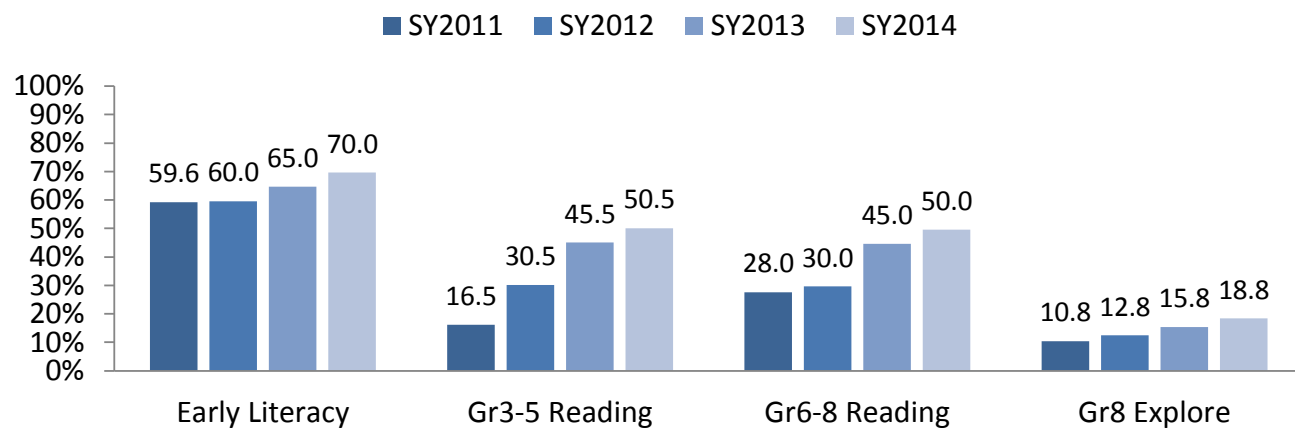Mission: Driven to learn, to lead, and to succeed together

Vision: Lead the Chicago Public Schools in education by integrating community, teachers, families, and students to advance students' educational achievements and help them reach their goals.
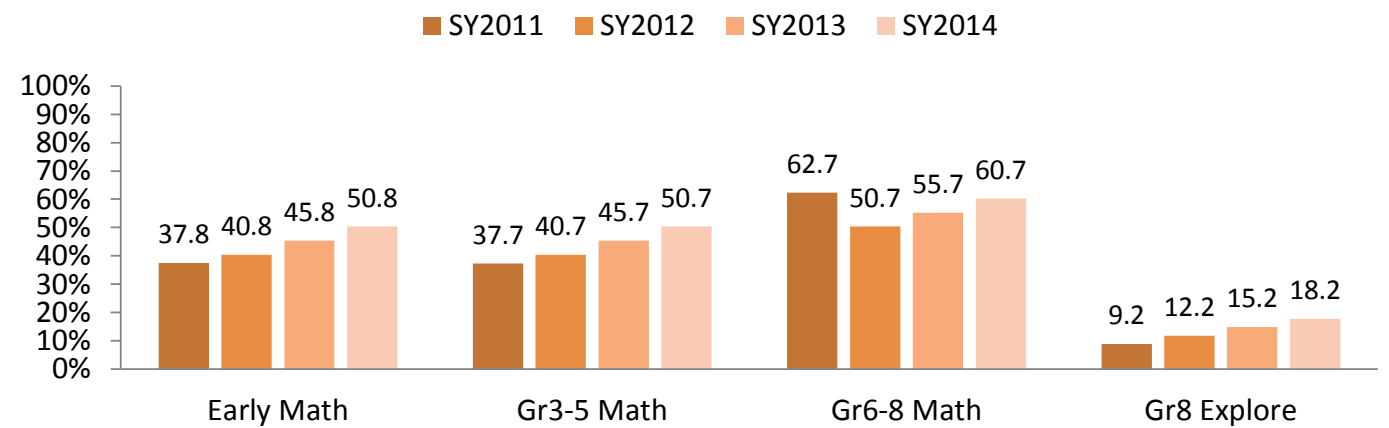
Strategic Priorities

1. Provide rigorous, data-driven reading and mathematics interventions to students flagged on beginning of year screeners and monitor progress in order to increase student acheivement growth

2. Teachers will participate in structured, systematic professional development that aligns to school priorities including but not limited to: Lesson Study (with focus on CCSS), intervention strategies and differentiated instruction, and any new instructional materials

3. #REF!

5. Teachers deliver Common Core aligned literacy instruction

School Performance Goals

Literacy Performance Goals

	SY2011	SY2012	SY2013	SY2014
Early Literacy	59.6	60.0	65.0	70.0
Gr3-5 Reading	16.5	30.5	45.5	50.5
Gr6-8 Reading	28.0	30.0	45.0	50.0
Gr8 Explore	10.8	12.8	15.8	18.8

Math Performance Goals

	SY2011	SY2012	SY2013	SY2014
Early Math	37.8	40.8	45.8	50.8
Gr3-5 Math	37.7	40.7	45.7	50.7
Gr6-8 Math	62.7	50.7	55.7	60.7
Gr8 Explore	9.2	12.2	15.2	18.2

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:	Cesar E Chavez Multicultural Academic Center ES

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
Barton Dassinger	Principal
Emma Davis	Assistant Principal
Nancy Hartrich	Counselor/Case Manager
George Tsoleridis	Classroom Teacher
Anne-Marie Mallon	Special Education Faculty
Catherine Kompare	Classroom Teacher
Jane Botta	Classroom Teacher
Dinorah Lozano	Assistant Principal
Guadalupe Ornelas	Parent/ Guardian

CIWP
2012-2014 Continuous Improvement Work Plan

Cesar E Chavez Multicultural Academic Center ES

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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	59.6	60.0	65.0	70.0	**Early Math** % of students at Benchmark on mClass	37.8	40.8	45.8	50.8

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.5	30.5	45.5	50.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.7	40.7	45.7	50.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.8	50.8	60.8	65.8	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	74.2	60.2	65.2	70.2

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.0	30.0	45.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	62.7	50.7	55.7	60.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.3	45.3	50.3	55.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	80.7	60.7	65.7	70.7

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	10.8	12.8	15.8	18.8	**Explore - Math** % of students at college readiness benchmark	9.2	12.2	15.2	18.2

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.3	95.4	95.5	**Misconducts** Rate of Misconducts (any) per 100	11.1	10.0	9.0	8.0

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	58.3	60.3	65.3	70.3	**ISAT - Reading** % of students exceeding state standards	8.4	9.4	12.4	15.4
ISAT - Mathematics % of students meeting or exceeding state standards	86.3	88.3	90.3	93.3	**ISAT - Mathematics** % of students exceeding state standards	19.8	20.8	22.8	25.8
ISAT - Science % of students meeting or exceeding state standards	80.5	80.5	83.5	85.5	**ISAT - Science** % of students exceeding state standards	13.6	14.6	17.6	20.6

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	***Goals and theory of action*** -->			**3**
	• 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.	• 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.	The school has established clear, measurable goals for student achievement -- both benchmark and growth goals. The school analyzes data to create a strategic plan.	
	Principal Leadership -->			**3**
	• 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.	• 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 works with staff to develop common understanding of high quality teaching. Principal organizes schedules and resources to align with vision and creates a professional learning community that fosters teacher collaboration.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	School has opportunities for teacher leadership: ILT, mentoring, CIWP team, Union Rep. Teachers have voice in p.d., instructional resources, and strategic planning. All teachers encouraged to share learning with one another.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**1**
• 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.	• 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	The ILT attends district p.d. ILT provides principal with input on programming.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	The school regularly analyzes all data through whole staff p.d. and team meetings. Data is used to monitor progress of programs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• 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.	• 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.	Curricular pacing / scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Texts used for instruction expose some students to grade-appropriate complexity and is more focused on fiction than non-fiction. 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.	
	Instructional materials	-->		**3**
	• 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.	• 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).	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	

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**
• 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.	• 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.	Data is organized and available to all who need it immediately after assessment. Assessments are aligned with standards. Assessment accomodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• 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.	• 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.	Lesson objectives align to standards, questioning is more heavily aimed at assessing basic student understanding and comprehension, formative assessment during instruction is used occasionally, scaffolding is used inconsistently	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	• 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.	The school consistently uses data to identify students in need of intervention. Progress monitoring takes place (DIBLES and Reading A-Z) in K - 3rd grade. Interventions currently limited to in-class grouping, tutoring, SES, and Saturday Place with low performing students. Data indicate top quartile students may need interventions to ensure growth.	
Whole staff professional development	-->		**2**
• 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.	• 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.	Lesson Study emerging as preferred professional development. Teachers pulled from school p.d. to attend district meetings.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**2**
	• 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.	• 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.	Teachers meet regularly but it is focused on a mix of activities that may change from week to week.	
	Instructional coaching	-->		**1**
	• 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.	• 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.	Instructional coaching is infrequent and informal.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	--->		**3**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	We have a High School fair each year. We have increased the number of high schools to which students apply. More students are accepted to IB programs, SE High Schools, and College and Career Academies.	
	Relationships	--->		**4**
	• 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.	• 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 an adult who cares about them deeply. Interactions between adults and students are respectful and fair. Students with disabilities are engaged in the community. Students' classroom experiences demonstrate value of home language and culture.	
	Behavior& Safety	--->		**4**
	• 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.	• 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 tiered approach to behavioral intervention that recognizes and builds on positive behavior (PBIS).	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• 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.	• 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 provides clear information for families on school performance and accurately explains this information so all can understand. Parents have been provided access to parent portal to check grades on line.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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 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.	
	Bonding	-->		**3**
	• 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.	• 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 establishes a welcoming environment.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	--->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies.	
	College & Career Exploration and election	--->		**3**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a high school and prepare for the future.	
	Academic Planning	--->		**2**
	• 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.	• 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.	The school provides support for student planning, preparation, participation, and performance in their high school aspirations.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	• 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 ensures equitable exposure to a wide range of enrichment opportunities including sports, arts, and tutoring.	

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	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students take Algebra exit exam and the EXPLORE test	
	College & Career Admissions and Affordability	--->		**1**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	non-applicable	
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	The school works to ensure effective transitions at benchmark grades including moving from the lower grade center to the upper grade center.	

Date Stamp November 22, 2012

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
	Use of Discretionary Resources	--->		**4**
DIMENSION 7: Resource Alignment	• 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.	• 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.	School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for student achievement growth.	
	Building a Team	--->		**3**
	• 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.	• 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.	Hiring is conducted based on student needs. A multi-step interview process includes sample lessons. School advertises vacancies early and moves quickly to fill leaves.	
	Use of Time	--->		**3**
	• 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.	• 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.	Schools designs a schedule based on student needs and allows for teacher team collaboration.	

Date Stamp November 22, 2012

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

Values: Respect, High Expectations, Driven to Success
Mission: Driven to learn, to lead, and to succeed together
Vision: Lead the Chicago Public Schools in education by integrating community, teachers, families, and students to advance students' educational achievements and help them reach their goals.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide rigorous, data-driven reading and mathematics interventions to students flagged on beginning of year screeners and monitor progress in order to increase student acheivement growth	We scored our school a "2" in "intervention" on the SEF. By improving our intervention monitoring we will ensure all students receive the targeted support they need.
2		
3	Teachers will participate in structured, systematic professional development that aligns to school priorities including but not limited to: Lesson Study (with focus on CCSS), intervention strategies and differentiated instruction, and any new instructional materials	We scored our school a "2" in this area on the SEF. By improving school-wide professional development we will maintain a focus on priorities and monitor progress toward goals. We expect to see improve growth among for all student groups and more rigorous instruction.
4		
5	Teachers deliver Common Core aligned literacy instruction	Complexity of tasks do not evidence rigor of common core. This will change with evidence based argumentative writing across all subject areas. We will scaffold using real-life connections to promote higher-order thinking.

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
Provide rigorous, data-driven reading and mathematics interventions to students flagged on beginning of year screeners and monitor progress in order to increase student acheivement growth	We scored our school a "2" in "intervention" on the SEF. By improving our intervention monitoring we will ensure all students receive the targeted support they need.

Action Plan — Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement software (including but not limited to CPS RTI approved) interventions with identified students and monitor progress monthly.	Instruction	All	Teachers	On-going	On-going		
Adjust software to challenge top students; monitor progress monthly.	Instructional Materials	All	Teachers	On-going	On-going		
RTI team to compile and analyze data for further instruction	Professional Development	All	Teachers	On-going	On-going		
Assess quality of current instructional interventions (both practices and materials) to determine effectiveness.	Instructional Materials	All	Principal / teachers	On-going	On-going		
Pilot programs with targeted groups before large scale purchase.	Instructional Materials	All	Principal / teachers	Quarter 3	Quarter 4		
Staff and schedule to allow intervention implementation and monitoring	Staffing	Not Applicable	Principal / scheduler	Quarter 1	On-going		
Budget and schedule after school and Saturday tutoring programs as method of intervention	Staffing	Not Applicable	Principal	Quarter 1	On-going		
Partner with Citizen Schools to reduce class size in 6th - 8th and provide college and career preparation to all.	After School/ Extended Day	Other student group	Principal / LSC	Quarter 1	Quarter 4		
Maintain one-to-one student to computer ratio for software interventions and update infrastructure (as able)	Equipment/ Technology	All	Principal / Tech Team	On-going	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will participate in structured, systematic professional development that aligns to school priorities including but not limited to: Lesson Study (with focus on CCSS), intervention strategies and differentiated instruction, and any new instructional materials	We scored our school a "2" in this area on the SEF. By improving school-wide professional development we will maintain a focus on priorities and monitor progress toward goals. We expect to see improve growth among for all student groups and more rigorous instruction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide weekly team meetings led by teachers and aligned to school priorities.	Professional Development	All	Teachers	Quarter 1	Quarter 4		
Utilize the additional 75 minutes / week of teacher professional development. Plan differentiated support for teacher teams.	Professional Development	All	Principal / ILT	Quarter 1	Quarter 4		
Partner with consultants that can support lesson study model of professional development and / or other p.d. opportunities	Professional Development	All	Principal / teacher teams	Quarter 1	Quarter 4		
Provide substitutes so that teachers can engage in research lessons (lesson study) and / or other planning during the school day	Professional Development	All	Principal / teacher teams	Quarter 2	Quarter 4		

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
#REF!	#REF!

Action Plan

Monitoring

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

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
Teachers deliver Common Core aligned literacy instruction	Complexity of tasks do not evidence rigor of common core. This will change with evidence based argumentative writing across all subject areas. We will scaffold using real-life connections to promote higher-order thinking.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will utilize exemplar texts with students	Instruction	All	Teachers	Quarter 1	On-going		
Students will write argumentative based works quarterly in response to non-fiction texts	Instruction	All	Teachers	Quarter 1	On-going		
Teachers will participate in district and / or network led professional develop to deepen understanding of CCSS	Professional Development	All	principal / teachers	Summer 2012	On-going		
Assess current instructional materials for all content areas to determine alignment with CCSS; invest in new instructional materials as necessary	Instructional Materials	All	principal / teacher teams	Quarter 3	Year 2		
Specials teachers will incorporate domain specific vocabulary and non-fiction texts into teaching	Instruction	All	Specials teachers	On-going	On-going		
Use consultants to provide teachers with professional development on evidence based, argumentative writing (as available)	Professional Development	All	Principal	Quarter 1	Quarter 4		

Strategic Priority 5