



**2012-2014 Continuous Improvement Work Plan**

**Songhai Elementary Learning Institute**

Lake Calumet Elementary Network  
11725 S Perry Ave Chicago, IL 60628  
ISBE ID: 150162990252439  
School ID: 610160  
Oracle ID: 25251



**Mission Statement**

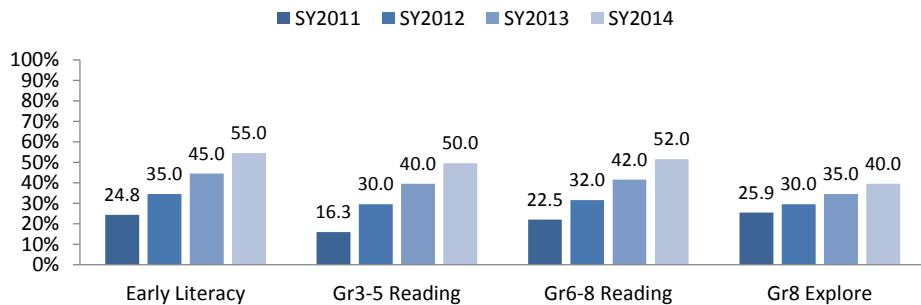
At Songhai we are committed to fostering partnerships with stakeholders to ensure that all students receive a superior education. Our mission is to provide students with rigorous, data-driven instruction through the use of research-based best practices that focuses on instructional strategies to ensure that students achieve their fullest potential. We are committed to providing students with high quality, challenging instruction that incorporates academic intervention and enrichment. We implement programming that promotes the development of critical and analytical thinking. We are committed to providing an environment that is safe, civil and orderly which will ultimately develop our students into responsible citizens. At Songhai, preparing students for college and careers is a child's passport to a bright future .

**Strategic Priorities**

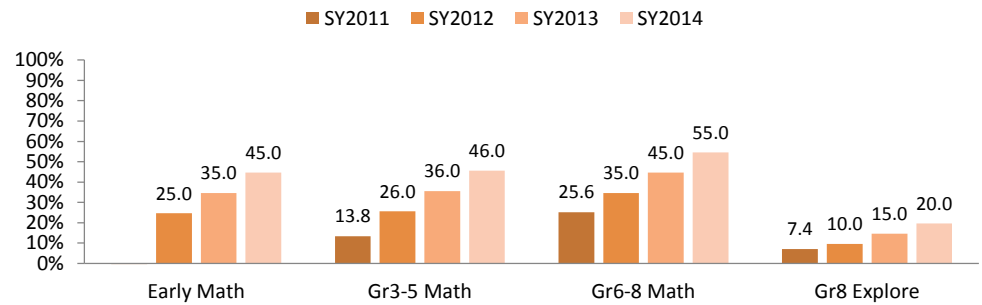
1. Increase the percentage of students performing at the college readiness level in English/Language Arts through the incorporation of high quality literary text, academic vocabulary and text based responses
2. Increase the percentage of students performing at the college readiness level in Mathematics by connecting learning within and across grade levels, focusing deeply on concepts prioritized within the standards and increasing students' levels of speed and accuracy in calculations
3. Increase the number of students demonstrating socially acceptable behaviors that aligns with the Student Code of Conduct
4. Increase the number of students demonstrating computer navigation skills ability

**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:	Songhai Elementary Learning Institute

### 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
Sherry Pirtle	Principal
Willona Abner-Adkins	Assistant Principal
Patricia Solomon	Counselor/Case Manager
Rochel Walton	Classroom Teacher
Claudette Radford	Classroom Teacher
Gerald Ross	Classroom Teacher
Laverne Richard	Classroom Teacher
Corina Rodriguez	Classroom Teacher
Dujuanae Evans	Classroom Teacher
Steven Mosley	LSC Member
Takasha Randle	Parent/ Guardian
Sharon Wilson	Community Member



## 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	24.8	35.0	45.0	55.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	25.0	35.0	45.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	16.3	30.0	40.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	13.8	26.0	36.0	46.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	35.8	45.0	55.0	65.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	36.8	46.0	56.0	66.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	22.5	32.0	42.0	52.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	25.6	35.0	45.0	55.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	67.2	70.0	75.0	80.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	70.0	73.0	76.0	79.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	25.9	30.0	35.0	40.0		<b>Explore - Math</b> % of students at college readiness benchmark	7.4	10.0	15.0	20.0



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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	89.5	92.5	95.0	96.5					
<b>Misconducts</b> Rate of Misconducts (any) per 100	84.7	68.0	53.0	41.0					

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	51.4	57.0	63.0	70.0		<b>ISAT - Reading</b> % of students exceeding state standards	3.6	5.0	7.0	10.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	62.0	65.0	70.0	75.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	3.6	5.0	7.0	10.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	48.7	55.0	60.0	70.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	3.0	6.0	9.0

### 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>2</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>	<ul style="list-style-type: none"> <li>A theory of action was developed based on current data, trends and district wide priorities.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Principal has implemented weekly professional readings and learning cycles with fidelity.</li> <li>Principal is reimagining school with a streamlined, mission, vision and focus on the future                             <ul style="list-style-type: none"> <li>Principal and Assisant Principal are building the capacity of ILT to assist in moving teacher practice forward</li> <li>Communication with families and community is made via LSC and PAC meetings, notices, school website, awards assemblies, family nights, Open House, Report Cards and the student outcalling system.</li> </ul> </li> </ul>	

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<b>Teacher Leadership</b> ----->			<b>2</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>	Each teacher is invested in the success of the school through: <ul style="list-style-type: none"> <li>Active membership on at least 2 school based committees</li> <li>CIWP team</li> <li>Union Representative</li> <li>Grade level chairperson</li> </ul>	<ul style="list-style-type: none"> <li>• ILT</li> <li>•</li> <li>•</li> </ul>

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>The ILT is assembled based on a combination of grade level representation and expertise.</li> <li>The ILT meets every other week and focuses on analyzing and discussing observable and quantitative data.</li> <li>The ILT leads out in planning, developing and executing staff development sessions.</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>
<b>Monitoring and adjusting</b> ----->			<b>1</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>	<ul style="list-style-type: none"> <li>Data from formative assessments and student work samples are analyzed and adjustments are made as deemed necessary.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>In order to assist students in developing clear thinking each week teachers use a thinking focus that applies across the curriculum. This models and guides student to think across the curriculum—in reading, writing, math, science, and social science. Each grade has a listing of completion priorities that align with CCSS. Teachers check the lists to identify priorities that will prepare students to succeed in the current and next grade.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Teachers often use supplemental instructional materials to assist with skill acquisition</li> <li>Additional level text with in both english and bilingual support is available within the school bookroom</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>2</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>	<ul style="list-style-type: none"> <li>• School wide data is made available to and analyzed by the ILT</li> <li>• Teachers often meet to review and analyze data from DIBELS, mClass Math and Scantron to plan for instruction and set SMART goals.</li> <li>• Accommodations and/or modifications are in place for ELLs and students with disabilities</li> <li>• Parents are provided with assessment data at the BOY, MOY and EOY</li> <li>• Classroom data is available via IMPACT, edperformance and mClass home for teachers on each individual student</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instruction</b> -----&gt;</p>			<p><b>2</b></p>
<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>	<ul style="list-style-type: none"> <li>• Teachers place the objectives on the board daily and set the purpose for the learning activities</li> <li>• Teachers are putting emphasis on levels of questions and use higher order questioning in order to get students to think critically.</li> <li>• Teachers pose an essential question for each subject</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>A universal screening approach is utilized as a prerequisite to provide school based intervention for students at risk for academic and or behavioral difficulties in Tier I, Tier II or Tier III.</li> <li>Read 180, System 44 are available to support struggling learners</li> <li>Consultation/Collaboration with Special Education Teachers is also utilized</li> </ul>	
<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>Whole staff professional development:</p> <ul style="list-style-type: none"> <li>Professional Development is held quarterly</li> <li>Professional development is provided in school and at out of school venues</li> <li>Professional Development opportunities are also provided during intersessions and breaks                             <ul style="list-style-type: none"> <li>Implementation of researched based strategies and techniques learned through professional development sessions are monitored through learning walks and classroom observations</li> </ul> </li> </ul>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>1</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>Grade level representatives are included on the Instructional Leadership Team. Reading and Math Lead Teachers were identified and slated to attend the summer network professional development. These teachers will return with their learnings and share with their teacher teams.</p>	
	<b>Instructional coaching</b> ----->			<b>1</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>A coaching plan have not yet been identified, however resources have been allocated to fund a .5 Literacy Coach to assist administration in instructional coaching of new and veteran coaches.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</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>The school community hosted College Day and the entire staff wore college gear that represented the college that they attended. The Illinois Student Assistance Commission visited the school to provide parents and students information regarding college choices. 7th and 8th grade students attended a college tour field trip to University of Illinois of Champaign Urbana. We hosted a Career Day that allowed students to hear a presentation from various professionals.</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>	<ul style="list-style-type: none"> <li>Most of the interactions between adults and students, and among students are respectful and the teacher responses are usually fair.</li> <li>Students with disabilities are fully incorporated in all aspects of school life.</li> <li>ELL students have an assigned itinerant tutor that supports not only language acquisition but social supports</li> <li>Students with special need students are not confined to the special education classroom and the special education team meets regularly to plan, evaluate, monitor and adjust the level of support for students with the input of parents and classroom teachers with respect to the home language, atmosphere and culture.</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>2</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>We conduct balanced and restorative justice education. We provide counseling to students. Parent/ teacher conferences and action plans. We also utalize discipline contracts. The teachers have classroom management systems in place.</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>1</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>Yearly student/parent surveys are issued to families. School Progress Reports issued by the district are sent home. Annual Open House meeting is hosted during the beginning of the school year. First and third quarter parent/teacher conferences.</p>	
	<b>Ongoing communication</b> ----->			<b>2</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>Parent-teacher conferences are held twice a year Annual IEP's Progress Reports</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>We hosted Open house, quarterly awards assemblies, family literacy night, Dr. Suess Day, Hubbard Street Dance Studio Exhibition, Girls Scout end of the year spectacular, Salvation Army Performance featuring Songhai Students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>1</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>	The principal, counselor, social worker and security officers conduct home visits for students with poor attendance.	
	<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>	We hosted a Career Day. College and Career presentations by representative from ILSC. University of Illinois-Urbana Champaign College Tour. Counselor/Student interview.	
<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>	7th & 8th grade students and parents are expose to college/career web sites where they begin to develop portfolios for high school and career exploration such as, whatsnextillinois.org, kids.gov, discoverengineering.org. Students took the Explore career interest inventory.		
<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>	Robotics Club "Botball" Training Mayor Daley Book Club Male & Female Sports Team Girl Scouts		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>1</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>	Students took the Explore career interest inventory.	
	<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>	DNA	
<b>Transitions</b> ----->			<b>1</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>	Vertical grade level meetings College Tour High School Investigation Day ISLC college & career presentation	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>2</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>Matching grant with Hubbard Street Dance Company partnership. The Steller Girls Stem Program partnership. First Move Chess Program partnership. Have aligned dollars to provide incentives for academic and attendance improvement.</p>	
	<b>Building a Team</b> ----->			<b>1</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>We conduct panel interviews which include teacher leaders. Potential employees will demonstrate a model lesson in classroom in front of students as part of the new staff candidate interview process.</p>	
<b>Use of Time</b> ----->			<b>2</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>Specials teachers provide daily push-in and pull-out support and targeted instruction for students below grade level. Conduct weekly teacher team meetings to share best practices and successful lesson ideas. Utilize researched base technology programs that are designed for providing students with intervention in the areas of reading and math.</p>	

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

At Songhai we are committed to fostering partnerships with stakeholders to ensure that all students receive a superior education. Our mission is to provide students with rigorous, data-driven instruction through the use of research-based best practices that focuses on instructional strategies to ensure that students achieve their fullest potential. We are committed to providing students with high quality, challenging instruction that incorporates academic intervention and enrichment. We implement programming that promotes the development of critical and analytical thinking. We are committed to providing an environment that is safe, civil and orderly which will ultimately develop our students into responsible citizens. At Songhai, preparing students for college and careers is a child's passport to a bright future .

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percentage of students performing at the college readiness level in English/Language Arts through the incorporation of high quality literary text, academic vocabulary and text based responses	The 2011 School Progress Report shows that approximately 20% of our students are at or above grade level performance in Language Arts
2	Increase the percentage of students performing at the college readiness level in Mathematics by connecting learning within and across grade levels, focusing deeply on concepts prioritized within the standards and increasing students' levels of speed and accuracy in calculations	The 2011 School Progress Report shows that more students perform at or above grade level in Mathematics than Language Arts, however, we are striving to increase our overall average.
3	Increase the number of students demonstrating socially acceptable behaviors that aligns with the Student Code of Conduct	Research proves that incorporation of enrichment activities increases social and moral development
4	Increase the number of students demonstrating computer navigation skills ability	The PARCC assessment requires that students possess the ability to demonstrate computer navigation skills
5	Optional	





**Strategic Priority 1**






**Strategic Priority 2**






**Strategic Priority 3**

