Frederick Stock Elementary School

O'Hare Elementary Network

7507 W Birchwood Ave Chicago, IL 60631

ISBE ID: 150162990253762

School ID: 610163

Oracle ID: 30081

Mission Statement

Stock Early Childhood Center, "where all children belong", fosters a love for learning in every child. An intentional focus on developmentally appropriate social/emotional growth, self -help needs, rigorous academics, fine-arts and physical development maximizes each student's learning. Stock is committed to providing inclusive and differentiated programs that nurture and support all of our students by utilizing a culture of professional inquiry, shared leadership and mutual accountability of all staff, parents and community partners.
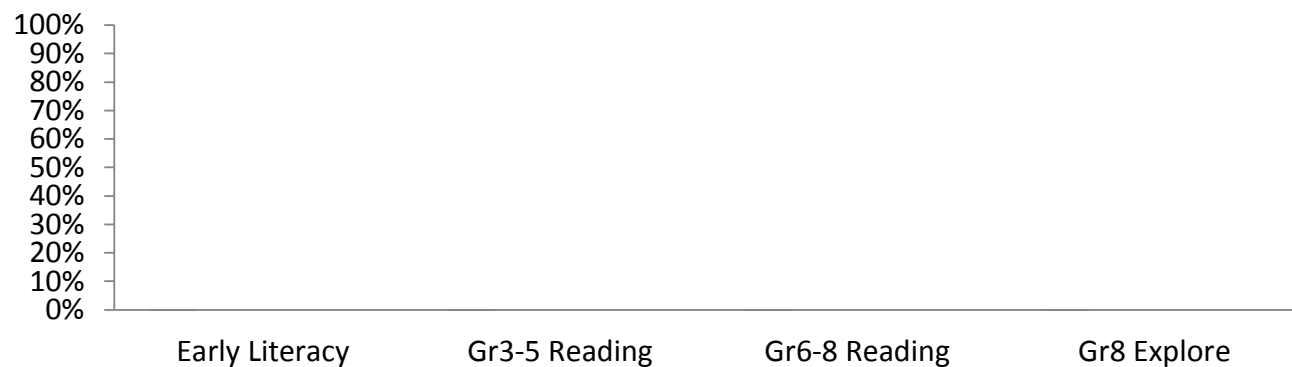
Strategic Priorities

1. Common Core Standards and Teaching Strategies Gold will be used to develop and implement curriculum maps with units focused on Social/Emotional learning, English Language Arts and Math skills with appropriate assessment methods to match learning targets.

2. Use data from Teaching Strategies Gold, AEPSi and measures for Special Education students, as defined in their IEP, to differentiate instruction and increase the progress of all students.

3. Use newly established committees to create opportunities that encourage parents and community organizations to become active participants in the education of Stock students.

4. Use technology, positioning equipment and sensory equipment to support curricular needs and differentiate instruction.

5. Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.

School Performance Goals

Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

(chart: y-axis 0%–100%; x-axis categories: Early Literacy, Gr3-5 Reading, Gr6-8 Reading, Gr8 Explore)

Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

(chart: y-axis 0%–100%; x-axis categories: Early Math, Gr3-5 Math, Gr6-8 Math, Gr8 Explore)
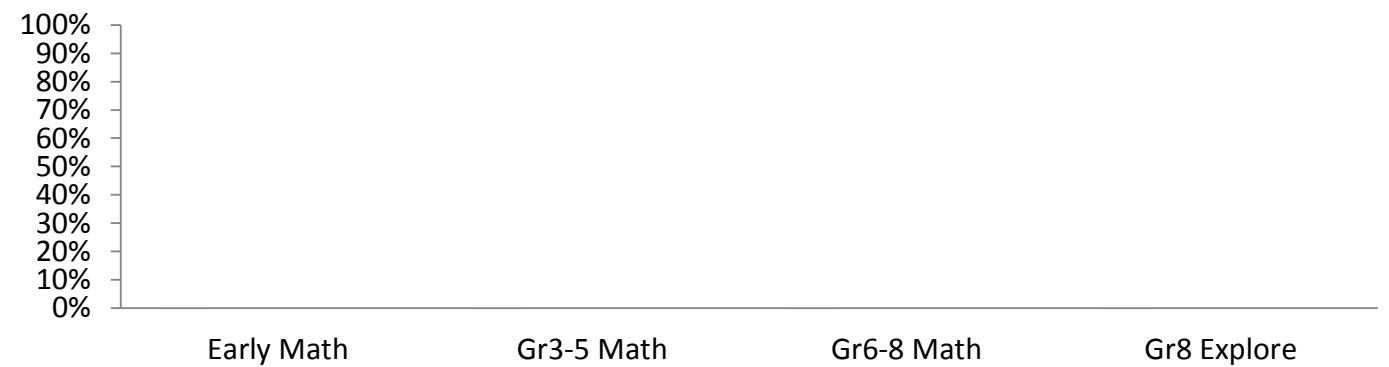
Continuous Improvement Work Plan
2012 - 2014

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:	Frederick Stock Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Ann McNally	Principal
Margaret Ward Potts	Assistant Principal
Kelly Hinds	Lead/ Resource Teacher
Sandra Dilla Hammer	Special Education Faculty
Heather Dunne Dietmeier	LSC Member
Mary Mulroe	Other
Nicole Mysliwiec	Parent/ Guardian

CIWP

2012-2014 Continuous Improvement Work Plan

Frederick Stock Elementary School

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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	NDA					**Early Math** % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					**Explore - Math** % of students at college readiness benchmark	NDA			

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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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	72.4				**Misconducts** Rate of Misconducts (any) per 100	0.0			

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	NDA				**ISAT - Reading** % of students exceeding state standards	NDA			
ISAT - Mathematics % of students meeting or exceeding state standards	NDA				**ISAT - Mathematics** % of students exceeding state standards	NDA			
ISAT - Science % of students meeting or exceeding state standards	NDA				**ISAT - Science** % of students exceeding state standards	NDA			

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
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• 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.	School priorities were established after speaking to staff and parents, as well as reviewing the limited data available. Using TSG, the school has clear goals to narrow the achievement goals.	
	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.	The Principal has facilitated a monthly SIG centered on the CCSS and how it relates to Pre-K teachings. Using Danielson Framework, the principal and teachers have determined individual needs and action plans to remediate. Teachers identify interests/needs through observation, one-to-one conferences and individual goal setting exercises. Staff participates in year-long opportunities provided by the Office of Early Childhood Education and the Office of Specialized Services. The Danielson Framework for Teaching is utilized to monitor instructional practice and provide constructive feedback and self-reflection opportunities. Principal provides time in the school calendar such as "Coffee Ands" to share data and information regarding the growth and development of the students. Through Parent Conferences, IEP meetings, informational sessions and newsletters, parents remain informed about the assessment systems used in the school; specifically Teaching Strategies Gold and AEPSI.	

Date Stamp November 22, 2012

2012-2014 Continuous Improvement Work Plan

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		--->	4
• 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	Teachers have had the opportunity to perform Leadership Roles by: Organizing & planning Parent-Child Activity days and Field Trips Mentoring new teachers, and student teachers through our partnership with 4 universities and OSES, specifically Speech, PT. Every teacher serves on the ILT. Serving as Committee Leads, which establish Stock policy. Leading discussion at ILT meetings, including sharing information and the creation of data collection forms. Serving on OSES advisory. Attending Professional Development & sharing/training with peers. Serving as network PD reps. Running Integrative meeting. Establishing curriculum standards from CCSS. Grant winners. "Teacher Share" opportunities. Union Representative keeps staff informed on issues related to workplace collective bargaining information.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**4**
• 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 Instructional Leadership Team (ILT) consists of 6 general education teachers, 10 special education teachers, Bi-lingual Coordinator, Case Manager, Assistant Principal and Principal. The ILT divides their time between discussing the improvement of teaching and learning and the operations of the school. The ILT analyzes school wide data and develops action plans. The ILT counsels the administration on proposed procedures and activities. The ILT facilitates two-way communication and engages staff in decision-making that advances the school's mission vision. The ILT engages in regular reflection upon the processes of instructional delivery. Modifications are implemented, as needed.	
Monitoring and adjusting	--->		**4**
• 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.	Focus and coherence in instruction is improving school-wide. The teachers speak fluently about the Widley Held Expectations for each age span of development. Although the assessment of these learning objectives is subjective, inner rater reliability was measured ten months ago and proven to be strong. Bi-monthly conversations about rater reliability continue to compensate for subjectivity. Small group teaching was introduced to target gaps in achievement. School priorities are clearly established and worked on at Integrative meetings, and ILT meetings. Continuous	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• 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.	All teachers teach with project approach based on interests of students. Short and long-term goals are developed for each child in order to achieve the appropriate levels of differentiation necessary to ensure that children with disabilities are able to fully access the curriculum. Necessary supports are put into place to support children as they gain the skills and knowledge to succeed in school. Staff has written CCSS aligned, Pre-K appropriate standards and the next step is to develop a curriculum map and pacing chart followed by comprehensive units.	
	Instructional materials	-->		**4**
	• 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).	High quality instructional materials that are aligned to the developmental stages of young children are available within classrooms. Engaging environments serve to provoke children's learning through hands on exploration and interaction. Music and dog therapy services supplement instructional program. Professional grade art materials are provided to support children's self-expression through the use of: clay, wire, charcoals, watercolors and a variety of multi sensory manipulative.	

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	--->		**4**
• 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 available from Teaching Strategies Gold (TSG) and the AEPSI immediately after each of the assessment cycles, and can be examined at the school level, classroom level or individual student level. TSG is web-based. Teachers and Administration review assessment results to provide a basis for follow up discussions within classroom and grade level teams in order to meet unique student needs. A variety of standardized and teacher made assessments (e.g., screenings, student work samples, anecdotal reports, checklists, portfolios, diagnostic tools) are utilized within each classroom to ensure that all aspects of a child's development are being monitored. Assessment methods are aligned with the Illinois Early Learning Standards. Performance task assessment needs to be developed and aligned with Common Core standards. Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to accurately reflect current levels of development.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• 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.	Teachers use formative assessments throughout the school day to monitor student progress and inform instruction both small and large groups. Teachers clearly state directions and procedures in a manner that are understood by all students. Teachers are becoming better about stating the learning objectives prior to their lesson. Each teacher differentiates student tasks and assessments based on the learning needs of the children, including students with disabilities and ELLs. Teachers are beginning to use the HESS matrix to develop low-high level questions. Teachers collaborate to support project based learning activities that enhance and extend the classroom curriculum. Staff is working on effectively integrating technology throughout every classroom in a developmentally appropriate manner. Instruction is aligned with Teaching Strategies Gold Areas of	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• 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 administers the ESI-R screening tool to students enrolled in the PFA program within the first few weeks of school. ELL students are screened using the PRE-IPT screening tool. Classroom teams meet with the therapy team at integrative meetings on a bi-monthly basis to discuss concerns about individual students, plan for interventions, and follow up on student's progress. Interventions at the early childhood level include in-class small group instruction, push-in support provided by specialists, one-on-one support and the creation and use of individualized materials and resources. The school utilizes a continuum of services to provide the appropriate level of support as required by a child's LRE specifications and placement.	
Whole staff professional development	--->		**4**
• 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.	Teachers enroll in and attend a year-long series of Professional Development provided by the Office of Early Childhood Education. Early Childhood Special Education teachers and paraprofessionals have the opportunity to attend various workshops presented through the Office of Specialized Services and Supports. The staff has engaged in an in-depth study of the CCSS as it relates to Pre-K. All teachers participate in our book club which is focused on professional reads.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**4**
	• 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.	Classroom teaching teams collaborate on a daily and weekly basis to analyze student data, plan for weekly instruction and look intentionally at student work. Teams share ownership for results in student growth and development. Class teams formally meet every two weeks to discuss general education and/or special education issues, information and supports. The teachers within each group share ownership for staying abreast of current legal and procedural updates and requirements. They also participate in curriculum planning sessions centered on on-going work in each classroom and analyzing student work around the topic being studied. Classroom teams including their therapy team meet on a bi-monthly basis to discuss concerns about individual students and monitor progress for students receiving additional support.	
	Instructional coaching	-->		**4**
	• 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.	Teachers receive differentiated in-class support based on self-assessment or administrator identified areas of need. There is an informal coaching plan in place. New teachers are provided with an experienced teacher mentor on staff to use as a resource and support. The school utilizes the Danielson Framework for Teaching and all components, providing quality feedback in a timely manner and allowing time to nurture reflective practice in individual teachers. Teachers have had the opportunity to visit other educational sites to enhance their own vision and classroom practice.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		3
	• 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	Portfolios and newsletter have been restructured to emphasize TSG Ares of Development. All students are encouraged to share, in whichever way possible, their thoughts and feelings about what they are learning in school. Students with disabilities and ELLs are provided with alternative means with which to communicate. A "yellow card" system has been established to track and emphasize the importance of attendance. A Literacy Fair and Math & Science Night are held to focus attention on the importance of these core areas.	
	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 a team of people who care about them deeply and have established relationships with family members to create a network of support between home and school. Entering our school and observing casual contact between every adult and child warms one's heart. Everyone is warm, friendly, knowledgeable and inviting! Stock maintains a high level of parent and family involvement at certain events like Parent Conference Night, the Literacy Fair, Math and Science Night, Family Fun Day and Stockapalooza. Parent participation at conferences is historically above 90%. We would like to increase parent involvement inside the classroom and at LSC meetings, for example.	
	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 implements a developmentally appropriate approach to student discipline and behavioral interventions that supports positive, friendly interactions, consisting of redirection, making choices between alternative activities and visuals used to support children's positive choices. All safety drills are practiced successfully.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• 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.	Administration and staff provide programmatic information to prospective families through the application process, website, school tours and intake meetings for students with disabilities. Stock went "green" this year and there were some difficulties with the CPS site and our own regularity with communication in the beginning. Website needs to be more closely monitored for updating. Principal provides information about expectations at the Open House, LSC meetings and throughout the year. Orientation occurs at the classroom level to allow for an individualized approach for parents. This allows parents to learn not only the expectations of the school, but of the individual classroom team as well. Administration and staff provide parents with information regarding	
	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.	All Staff has an open door policy. Administration and staff engage in ongoing, two way communication with parents to ensure that they are aware of their child's development and how they can support their child's learning at home through face-to-face conferences, email, progress reports and newsletters. Classroom Liaisons were established to further communications,	
	Bonding	-->		**4**
	• 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.	Our mission/vision statement highlights our belief and practice that "All Children Belong" at Stock. The Case Manager conducts intake meetings to welcome new parents of children with disabilities into Stock. Parents walk their child into the classroom and briefly converse with the teacher or other parents/care takers. Stock Parent Network (SPN) was established to make the parents feel move connected to Stock School. There are school wide, monthly events that include parents called child-parent activities. Craft/Bake Sale, Literacy Night, Math and Science Fair as well as all	

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
	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 counsels and collaborates within our school community to provide outreach services to families in need of extra support; reaching out to social service agencies when necessary. Through home visits, one-on-one sessions, parenting classes, workshops and individualized support, staff works to make sure our families have what they need to be successful.	
	College & Career Exploration and election	-->		**4**
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.	Families are provided with ongoing access to information that pertains to opportunities for their child's next school experience. Options for Knowledge workshops, school visits, and Transition to Kindergarten meetings are offered to allow parents as much information as possible when making this important decision	
	Academic Planning	-->		**4**
	• 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 families during this critical time in their child's development. Progress monitoring, parent conferences and interventions are utilized to ensure that all children, including those with special needs and ELLs, are able to fully access the curriculum and achieve the goals set by staff and parents. Administration and teachers regularly evaluate student data from TSG and AEPSI to identify trends in student performance, ensure a high level of rigor and mastery of skills to develop curriculum. All assessment information is aligned to TSG and communicated in a consistent manner to highlight rigor and mastery level.	
	Enrichment & Extracurricular Engagement	-->		**4**
	• 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.	Due to the ages of the students the engagement and enrichment activities provided by the school are intended for the entire family to participate and are offered on a monthly/bi-monthly basis. We do an amazing job of exposing the students to age appropriate	

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
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.	Teaching and learning at the early childhood level is intended to lay the foundation for all future college and career success. Our curriculum has a strong focus in preparing our students to be problem solvers, collaborative learners, creative thinkers and to always do their best. Our mission states that we want all students	
	College & Career Admissions and Affordability	-->		**4**
	• 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.	N/A	
	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.	Through the Transition to Kindergarten process, Stock teachers and kindergarten teachers from several local CPS schools have met once to discuss the expectations that teachers have and how our students are meeting those expectations. Parents are then provided the opportunity to attend a panel discussion with the local Kindergarten teachers and Principals to gather information about the local options and ask any questions that they may have. Teachers and families of general education, special education and ELLs are all encouraged to attend.	

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
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**3**
	• 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.		
	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.		
	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.	On going small groups, integrative	

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

Stock Early Childhood Center, "where all children belong", fosters a love for learning in every child. An intentional focus on developmentally appropriate social/emotional growth, self -help needs, rigorous academics, fine-arts and physical development maximizes each student's learning. Stock is committed to providing inclusive and differentiated programs that nurture and support all of our students by utilizing a culture of professional inquiry, shared leadership and mutual accountability of all staff, parents and community partners.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Common Core Standards and Teaching Strategies Gold will be used to develop and implement curriculum maps with units focused on Social/Emotional learning, English Language Arts and Math skills with appropriate assessment methods to match learning targets.	If we develop and implement a rigorous adaptation of the Common Core Standards and Teaching Strategies Gold, we will be able to implement effective unit and lesson planning protocols that are aligned with data driven practices. We will also be able to align formative assessments that provide accurate information about student learning.
2	Use data from Teaching Strategies Gold, AEPSi and measures for Special Education students, as defined in their IEP, to differentiate instruction and increase the progress of all students.	By using data, student deficits will be quickly identified through progress monitoring, curriculum decisions can be more focused and student needs will be met. Therefore, we will be able to support student needs using an informed, ongoing approach for planning, implementation, and evaluation thus increasing achievement for all students
3	Use newly established committees to create opportunities that encourage parents and community organizations to become active participants in the education of Stock students.	As parents take a more active role in their child's education, there is a stronger home-school link which helps transfer strategies across settings, reinforce classroom learning, form relationships allowing for easier deficit remediation if necessary and it sets a model for future expectations of parent involvement throughout their child's education.
4	Use technology, positioning equipment and sensory equipment to support curricular needs and differentiate instruction.	Technology, positioning equipment and sensory equipment used to support the curriculum helps students stay engaged. Students should have the opportunity to use a variety of types of technology, which will help them become college and career ready. Technology will help students with disabilities better access the curriculum.

5	Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.	If we ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams then we will be able to: • Give teachers prompt, honest, and actionable feedback that will lead to improved teaching and cause accelerated student learning • Provide professional development based on instructional observations and student learning data, allowing teachers to reflect on their practice, apply their learning during the activity and improve practice in the classroom. • Focus the Instructional Leadership Team (ILT) on learning and applying practices that improve student achievement, allowing the ILTs to provide coaching supports for teacher teams to ensure students are progressing toward college and career readiness benchmarks

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
Common Core Standards and Teaching Strategies Gold will be used to develop and implement curriculum maps with units focused on Social/Emotional learning, English Language Arts and Math skills with appropriate assessment methods to match learning targets.	If we develop and implement a rigorous adaptation of the Common Core Standards and Teaching Strategies Gold, we will be able to implement effective unit and lesson planning protocols that are aligned with data driven practices. We will also be able to align formative assessments that provide accurate information about student learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will attend Network summer PD about UBD	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012	On-Track	
Summer planning team will meet for one week to develop mapping and pacing charts. They will also begin planning effective unit and lesson planning protocols that are aligned with data driven practices.	ILT/ Teacher Teams	All	Summer Planning Team	Summer 2012	Summer 2012	On-Track	
The summer planning team will order material needed to support the CCSS/TSG units.	Instructional Materials	All	Summer Planning Team	Summer 2012	Summer 2012	On-Track	Includes sensory garden, material for sensory room
Teacher teams will work together to continuously develop units across all content areas aligned to CCSS and TSG	Instruction	All	Teacher Teams	Summer 2012	On-going	On-Track	
Teacher teams will work together to develop formative assessments aligned to CCSS and TSG that provide an accurate assessments of student learning.	Instruction	All	Teacher Teams	Summer 2012	On-going	On-Track	
Teacher teams will implement formative assessments aligned to CCSS and TSG that provide an accurate assessments of student learning.	Instruction	All	Teacher Teams	Quarter 1	On-going	On-Track	
Teacher teams will share units aligned with data driven practices with parents							
Teacher teams will share units aligned with data driven practices with parents	Parental Involvement	All	Teacher Teams	Quarter 1	On-going	On-Track	
Administration and ILT will track and report progress of development and implementation CCSS and TSG aligned units and formative assessments to students, staff, families and community partners	Parental Involvement	All	Administration and ILT	Quarter 1	On-going	On-Track	
Students, staff, families and community partners will provide feedback on unit/formative assessment development and implementation during monthly meetings or through surveys.	Other	All	Administration and ILT	Quarter 1	On-going	On-Track	

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
Use data from Teaching Strategies Gold, AEPSi and measures for Special Education students, as defined in their IEP, to differentiate instruction and increase the progress of all students.	By using data, student deficits will be quickly identified through progress monitoring, curriculum decisions can be more focused and student needs will be met. Therefore, we will be able to support student needs using an informed, ongoing approach for planning, implementation, and evaluation thus increasing achievement for all students

Action Plan — Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will analyze data from TSG and AEPSi to create flexible small groups	Instruction	All	Teacher Teams	Quarter 1	On-going	On-Track	
Teachers will schedule time in the day to work with students in small group instruction	Instruction	All	Teacher Teams	Quarter 1	On-going	On-Track	
At Integrative meetings, class teams will collaboratively create activities and assessments that address CCSS and TSG based on student needs.	Instruction	All	Class Teams	Quarter 1	On-going	On-Track	
Teachers will progress monitor	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Progress monitoring data is analyzed by teachers and used to inform instruction	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Students are informed of their learning and social/emotional growth targets and are involved in the decision making process as it relates to curriculum	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Adequate, research based instructional material and supports will be available to all staff members, students and families.	Instructional Materials	All	Administration	Quarter 1	On-going	On-Track	
Time will be allocated for all professional development, collaborative planning and delivery of academic and behavioral interventions.	Instruction	All	Administrator and Teachers	Summer 2012	On-going	On-Track	

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
Use newly established committees to create opportunities that encourage parents and community organizations to become active participants in the education of Stock students.	As parents take a more active role in their child's education, there is a stronger home-school link which helps transfer strategies across settings, reinforce classroom learning, form relationships allowing for easier deficit remediation if necessary and it sets a model for future expectations of parent involvement throughout their child's education.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a professional profile of Stock School to share with all stakeholders	Parental Involvement	All	Administration	Summer 2012	Quarter 2	On-Track	
Assist all stakeholders in understanding students' individual needs, medical needs, personal interests and culturally sensitivities, as appropriate.	Parental Involvement	All	Administration and Staff	Quarter 1	On-going	On-Track	
Assist families with parenting skills, health and therapeutic supports, and understanding child development to support developmentally appropriate learning.	Parental Involvement	All	Administration and Social Worker	Quarter 1	On-going	On-Track	
Administration will collaborate with staff to determine what resources they want families to have to support the academic success of the students.	Parental Involvement	All	Administration and Teachers	Summer 2012	On-going	On-Track	
Ask families what opportunities and resources they would like in order to become more involved with their child's learning.	Parental Involvement	All	Administration and Teachers	Quarter 1	On-going	On-Track	
Communicate with families about school programs and student progress. Establish two way communication opportunities that are effective, consistent and reliable.	Parental Involvement	All	Administration and Teachers	Summer 2012	On-going	On-Track	
Improve recruitment and training to involve families as volunteers and participants at school functions.	Parental Involvement	All	Administration, Teachers, LSC	Quarter 1	On-going	On-Track	
Provide parents with meaningful work and flexible scheduling opportunities	Parental Involvement	All	Administration and Staff	Quarter 1	On-going	On-Track	
Involve parents with their child's learning targets by sending home "School to Home" activities.	Parental Involvement	All	Teachers	Quarter 1	On-going	On-Track	
Include families as participants in school decisions through vehicles such as LSC meetings and class parent meetings.	Parental Involvement	All	Administration, Teachers, LSC	Quarter 1	On-going	On-Track	

2012-2014 Continuous Improvement Work Plan

Frederick Stock Elementary School

Strategic Priority 3

Coordinate a resource fair including, for example, receiving elementary schools, community groups, local businesses, hospitals and therapeutic groups, and cultural and civic organizations.	Other	All	Administration, Social Worker, LSC, PD Committee	Quarter 1	Summer 2013	On-Track	

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
Use technology, positioning equipment and sensory equipment to support curricular needs and differentiate instruction.	Technology, positioning equipment and sensory equipment used to support the curriculum helps students stay engaged. Students should have the opportunity to use a variety of types of technology, which will help them become college and career ready. Technology will help students with disabilities better access the curriculum.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Technology Coordinator will develop short and long term goals for technology improvement that impacts instruction	Equipment/ Technology	All	Technology Coordinator	Summer 2012	Quarter 1	On-Track	
Administrator will buy new technology for all classrooms to use	Equipment/ Technology	All	Principal and Technology Coordinator	Summer 2012	On-going	On-Track	
Staff will be trained to utilize technology with their students.	Instruction	All	Technology Coordinator	Quarter 1	On-going	On-Track	
Teacher Teams will include technology implementation in their units of study	Instruction	All	Teacher Teams	Summer 2012	On-going	On-Track	
Administration and Technology Coordinator will observe technology usage in classrooms and provide feedback and further training as necessary.	Instruction	All	Administration and Technology coordinator	Quarter 1	On-going	On-Track	
Administrator will buy positioning equipment for students	Equipment/ Technology	Students With Disabilities	Administrator, Physical Therapists	Summer 2012	On-going	On-Track	
Administrator will buy sensory equipment for students	Equipment/ Technology	All	Administrator, Occupational Therapists	Summer 2012	On-going	On-Track	

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams.	If we ensure teacher excellence through a focus on continuous improvement including observation and feedback, professional development activities, and high quality leadership teams then we will be able to: • Give teachers prompt, honest, and actionable feedback that will lead to improved teaching and cause accelerated student learning

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A common definition and standard of teaching excellence will be established	Professional Development	All	Network, Administration, Staff	Summer 2012	Quarter 1	On-Track	
Principal and Assistant Principal will work toward becoming experts in observing and analyzing instruction to support teacher growth.	Professional Development	All	Administration	Summer 2012	On-going	On-Track	
Teachers will be trained in the district REACH Teachers evaluation process.	Professional Development	All	Administration, ILT	Summer 2012	On-going	On-Track	
Teachers will engage in reflection and self-assessment regarding their own performance.	Instruction	All	Administration, Teachers	Summer 2012	On-going	On-Track	
Teachers will receive differentiated support based on their experience and/or impact on student learning.	Professional Development	All	Administrators, Teachers	Quarter 1	On-going	On-Track	
Hire three teachers and two Paraprofessionals	Staffing	All	Administrators, Teachers	Summer 2012	Summer 2012	On-Track	

Strategic Priority 5