CIWP

2012-2014 Continuous Improvement Work Plan

Columbia Explorers Elementary Academy

Pershing Elementary Network

4520 S Kedzie Ave Chicago, IL 60632

ISBE ID: 150162990252919

School ID: 610170

Oracle ID: 20071

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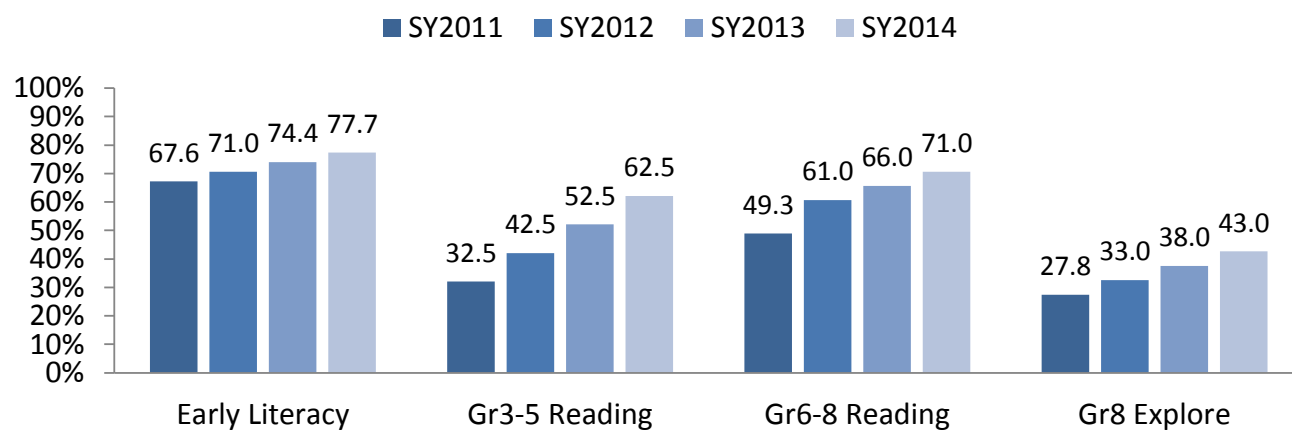
Mission Statement

We are committed to providing a rigorous academic program that supports literacy and learning in all areas of education, and for all students. Through sound teaching practices and professional development involving all stakeholders, community members, and parents, we will join together to help produce high school ready and college bound students.
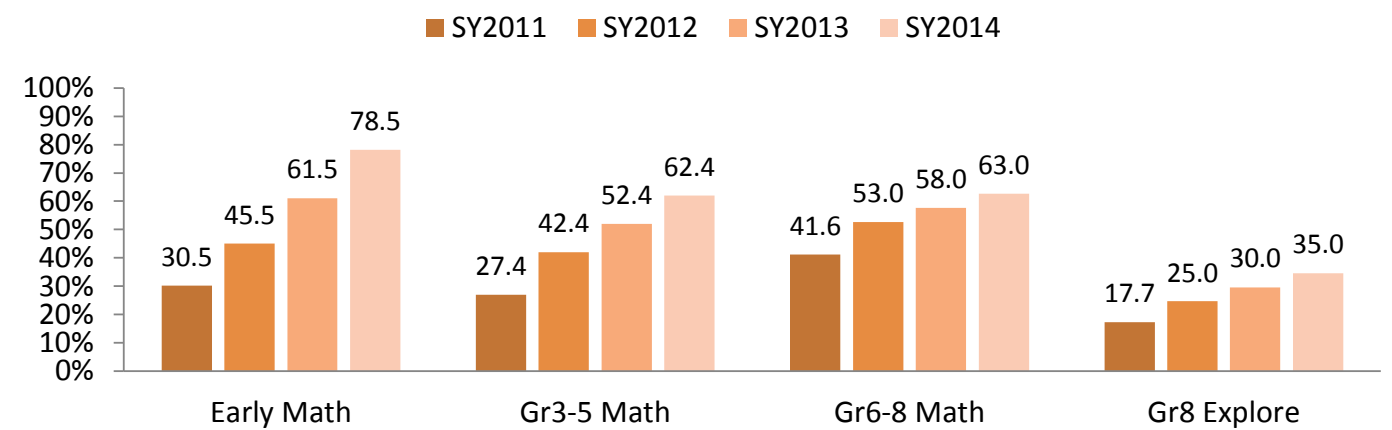
Strategic Priorities

1. Literacy

2. Math

3. Science

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	67.6	71.0	74.4	77.7
Gr3-5 Reading	32.5	42.5	52.5	62.5
Gr6-8 Reading	49.3	61.0	66.0	71.0
Gr8 Explore	27.8	33.0	38.0	43.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	30.5	45.5	61.5	78.5
Gr3-5 Math	27.4	42.4	52.4	62.4
Gr6-8 Math	41.6	53.0	58.0	63.0
Gr8 Explore	17.7	25.0	30.0	35.0

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:	Columbia Explorers Elementary Academy

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
Jose Barrera	Principal
Eileen Considine	Assistant Principal
Yvette Bazan	Assistant Principal
Beth West	Lead/ Resource Teacher
Kimberly Kmiecik	Classroom Teacher
Sonia Nieto	Classroom Teacher
Katherine Cantwell	Special Education Faculty
Lisa Gregory	Classroom Teacher
Eva Verta	Classroom Teacher
Mrs. Silva	LSC Member
Craig Cleve	ELL Teacher
Fernando Reyes	Lead/ Resource Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	67.6	71.0	74.4	77.7		**Early Math** % of students at Benchmark on mClass	30.5	45.5	61.5	78.5

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.5	42.5	52.5	62.5		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	27.4	42.4	52.4	62.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.4	60.0	65.0	70.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.7	60.0	65.0	70.0

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	49.3	61.0	66.0	71.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	41.6	53.0	58.0	63.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.6	65.0	70.0	75.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	52.8	65.0	70.0	75.0

8th Grade										
Explore - Reading % of students at college readiness benchmark	27.8	33.0	38.0	43.0		**Explore - Math** % of students at college readiness benchmark	17.7	25.0	30.0	35.0

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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	95.4	96.0	97.0	97.5	**Misconducts** Rate of Misconducts (any) per 100	8.9	8.0	7.0	6.0

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	71.9	75.0	77.5	80.0		**ISAT - Reading** % of students exceeding state standards	13.8	15.0	17.5	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.7	84.0	86.0	88.0		**ISAT - Mathematics** % of students exceeding state standards	17.1	20.0	23.0	25.0
ISAT - Science % of students meeting or exceeding state standards	64.4	66.4	68.4	70.4		**ISAT - Science** % of students exceeding state standards	4.9	6.0	8.0	10.0

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 1:Leadership	***Goals and theory of action***	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	There is collaboration among teachers, grade levels, and administration. There is continuous data analysis throughout the year to drive instruction and make the necessary adjustments in teaching. Teachers are invested in school success. ILT meetings work toward school success and priorities in instruction.	
	Principal Leadership	-->		**4**
	• 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.	Professional Development is teacher driven. Teachers are allowed to attend Professional Development of their choice outside of school and come back and share with their colleagues. Teachers are responsible for monitoring their students' growth on assessments in order to determine areas of need and how to improve or alter instruction. There are a variety of opportunities for students and their families to engage in school-wide events throughout the year.	

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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 are an integral part of the school. Teachers are active members of RtI, ILT, Professional Development Team, grade level teams, CIWP, the Union, etc. Every teacher is part of a one of the school's committees: Literacy, Math, Science, Social Studies, Technology. These committees meet and work on specific projects throughout the year. Teachers apply for grants regularly to supplement their teaching and student learning (Rochelle Lee). They also apply on line on Free Things, Donors Choose, I Love Schools, Adopt a Classroom, First Book, Boundless Readers, etc.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• 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 school's ILT is comprised of our group of teachers with a variety of backgrounds, grade levels, etc. The ILT provides input for whole school professional development. The information from the ILT is reported back to the grade level teams.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT analyzes whole school data and student work samples. Data is analyzed at the school level, department/grade level, and the classroom level.	

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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 complete curriculum and quarterly maps. Teachers have started incorporating the Common Core Standards into their planning. Vertical planning has taken place in order to develop more cohesive instruction. All plans include the appropriate accomodations and modifications for special education and ELLs. Grade level appropriate texts are readily available for all students. Teachers develop and share differentiated lesson plans.	
	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).	Every grade level has a variety of instructional materials and manipulatives that meet the needs of all learners. Teachers are also provided with a variety of supplemental materials for reading, math, and science.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Teachers have access to their classroom students' data. Teachers analyze and view whole school data. All teachers administer local norms. K-2 teachers administer DIBELS and/or IDEL and mClass: Math. 3rd-8th grade teachers administer the Common Core, NWEA, and the ISAT. K-8 administer ACCESS as determined by students' Program Year, etc. 8th grade teachers administer the DWWA and the EXPLORE. Students with IEPs and ELL s are provided with the necessary accommodations and modifications when testing. Teachers regularly provide students with instruction that enables them to answer constructed responses independently.	

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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.	Students are well aware of their target growth goals for the NWEA. Teachers provide students with the necessary tools that allow them to track their progress. Students develop goals for themselves and their own learning. Students are taught based on their strengths and weaknesses on a daily basis. I/We can statements are provided for all students in their classrooms. Teachers work to develop lesson plans according to Bloom's Taxonomy.	

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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 has a well developed approach to identifying students in need of academic intervention. Teachers work together to discuss students' progress in order to provide them with the necessary instruction. Interventions are provided for students that involves in class, small group, one on one support, before school and after school programs, additional supports outside of the classroom (after school tutoring, ESPARK, etc.) Interventions are charted and closely monitored by the teacher and grade level teams. Students in grades 2-8 have time set aside every week to work on Fast Math in order to boost their mathematical computation. Teachers have access to Learning A-Z and RAZ Kids in order to enhance their curriculum as well as to use to provide interventions for their students. The RtI Team meets monthly to discuss different students and their needs and/or growth. Students who are performing below grade level have the opportunity to work on a program entitled, Imagine Learning. This program gives students extra practice in literacy.	
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.	The professional develoment team plans for the entire school year, aligning the professional development to the needs of the teachers and the students. Professional development is on-going. Teachers regularly give input on the professional development. Teachers attend national conferences throughout the year (International Reading Conference, NABE, etc.) Special education teachers follow an inclusion model and work with general education teachers to develop lessons, teach, and assist all students.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet at least once a week during their set grade level time. Teachers collaborate with quarterly maps and lesson planning. The instructional coordinator meets with the teacher teams at least once a week and is readily available. Weekly Faculty Meetings are held in a different teacher's classroom every week. This allows all teachers to see a different classroom every week.	
	Instructional coaching	-->		**3**
	• 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.	New teachers receive coaching through the New Teachers Center. Teachers work together to provide support for each other. Teachers share their own practices during professional development. Special education and ELL teachers attend meetings and work with general education teachers.	

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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	Teachers sponsor the student council so students have a voice within the school. The school has developed an annual High School Fair for the 7th and 8th grade students with over 20 High Schools. The school hosts an annual Career Day. Junior Achievement comes to the school once a year to allow students the opportunity to think about their future. All teachers have high expectations for their students and encourage them to be their best.	
	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.	Teachers form positive bonds with students. Students feel safe and want to come to school. All students feel welcome at school. Students are treated fairly and know what is appropriate behavior in and out of school. Students are welcome to attend PODER to stay with adults after school who help them with their homework, take them on field trips, play organized sports with them, and play team building games with them. Students in 4th grade work with a team of adults from our partner, Barrel of Monkeys. These adults work with students on writing stories. As they work together, the students bond with the adults as they talk about different events taking place in their lives.	
	Behavior& Safety -->			**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school has a zero tolerance approach to discipline. The school has a warm welcoming atmosphere. Students are well behaved and respectful. All substitutes and adults who enter the building comment on our students' wonderful behavior.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**4**
	• 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.	There is regular communication between school and parents regarding student progress, students' strengths and weaknesses, etc. The promotion policy is sent home in English and Spanish and discussed at report card pick-up. Teachers call home frequently, speak to parents before and after school, and send notes home. An annual International Night takes place in June for all parents and students to visit the school.	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers provide parents with information regarding their child's strengths and weaknesses. This information also gives parents suggestions for how to work with their children at home in order to help them improve.	
	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.	An annual Open House is held in September for all parents. Parents learn how to work with their students at home. An annual Literacy Night takes place in the fall for all parents and students. Teachers share a lesson on what students are currently working on in school. An annual International Night takes place in June for all parents and students to visit the school. Parent meetings are held biweekly to provide parents with information about their child's learning as well as how to help their children at home. Columbia Explorers holds parent ESL and computer classes on Saturdays for parents and community members.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school has a full time counselor as well as a part-time counselor. Students are provided with counseling as needed in school and parents are provided with information on outside agencies.	
	College & Career Exploration and election	-->		**3**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school holds an annual High School Fair. The school hosts an annual Career Day. Teachers have been more exposed to the EXPLORE Test and how they can use these results to provide more help for students.	
	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.	Students are exposed to a variety of careers during Career Day. Students are encouraged to apply for and attend Selective Enrollment High Schools. Teachers create real life projects and activities for students to complete in and out of the classroom. Teachers expose students to real world situations through mathematical projects and applications.	
	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.	Junior High students participate in Student Council. Junior High students attend the annual Leadership Summit. Students are invited to participate in sports and arts programs. Students work with Hyde Park Art Center to create art projects. Students also visit the National Museum of Mexican Fine Arts yearly to be exposed to a	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	8th grade teachers provide students with before school instruction that focuses primarily on the EXPLORE Test.	
	College & Career Admissions and Affordability	-->		
	• 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.		
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school provides Step Up to Kindergarten for those students who will be entering Kindergarten in the Fall so that they can get to know their teacher and a set routine. 8th grade students attend high school shadow days and High School Investigation Days. Teachers worked in grade level teams as well as across grade levels to fill in the gaps of the curriculum across grades K-8. Teachers share the CPS promotion policay with parents and students in grades 3, 6, and 8.	

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***	--->		**4**
	• 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.	Discretionary funding is regularly used to meet the needs of the teachers and the students. Teachers write grants on a yearly basis. Teachers regularly look for outside sources to provide their students with additional reading materials and supplies.	
	Building a Team	--->		**4**
	• 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.	Columbia Explorers has observers and student teachers from many Chicago and Chicago area universities on a yearly basis. Columbia Explorers works with Golden Apple Scholards and Teach for America over the summer, and has former Teach for America students on staff. Columbia Explorers hires teachers who are well rounded, with the appropriate endorsements.	
	Use of Time	--->		**4**
	• 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.	Scheduling is made in order for teachers to meet as a grade level at least once a week. Students in need of interventions receive the necessary instruction on a daily basis. Scheduling is made so that teacher grade level teams can meet at least once a week.	

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

We are committed to providing a rigorous academic program that supports literacy and learning in all areas of education, and for all students. Through sound teaching practices and professional development involving all stakeholders, community members, and parents, we will join together to help produce high school ready and college bound students.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy	Based on our ISAT, NWEA, and DIBELS/IDEL data, we need to increase the number of students who exceed the standards. Instruction must be differentiated in order to meet the needs of ALL students. Time must be allocated in for teachers to work together, share ideas, and plan for instruction at all levels. Interventions must be provided for all students at scheduled times throughout the day as well.
2	Math	Based on our ISAT, NWEA, and DIBELS/IDEL data, we need to increase the number of students who exceed the standards. Instruction must be differentiated in order to meet the needs of ALL students. Time must be allocated in for teachers to work together, share ideas, and plan for instruction at all levels. Interventions must be provided for all students at scheduled times throughout the day as well.
3	Science	Our ISAT Science scores in 4th and 7th grade indicate that students are achieving below the standards. Teachers must continue to work together to align the curriculum vertically in order to teach all of the standards effectively.
4	Optional	
5	Optional	

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2012-2014 Continuous Improvement Work Plan

Columbia Explorers Elementary Academy

CHICAGO PUBLIC SCHOOLS | CPS

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
Literacy	Based on our ISAT, NWEA, and DIBELS/IDEL data, we need to increase the number of students who exceed the standards. Instruction must be differentiated in order to meet the needs of ALL students. Time must be allocated in for teachers to work together, share ideas, and plan for instruction at all levels. Interventions must be provided for all students at scheduled times throughout the day as well.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide professional development for teachers in grades K-8 for Making Meaning-school wide literacy program.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Provide professional development for teachers to work together as grade level teams and across grade levels to incorporate the Common Core into their lesson plans and quarterly maps for literacy.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to have teachers work at grade level team meetings once a week to analyze and discuss student work samples of constructed responses.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide after school instructional programs aligned to the Common Core Standards for students.	After School/ Extended Day	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Provide additional teachers to provide opportunties for rigorous, intensive instruction that is differentiated through pull-out programs.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to implement technology like Imagine Learning, Learning A-Z, RAZ Kids, etc. for students and teachers in order to provide teachers and students with interventions and supplements to their instruction and learning.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	Quarter 4		
Continue to provide teachers with professional development to analyze assessment data that will drive instruction.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to empower students by having students identify their strengths and weaknesses and taking ownership of their learning through student data analysis.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		

Strategic Priority 1

Continue to provide instructional para- professionals to assist with differentiated instruction within the classroom.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Through a certified teacher provide interventions for 6th-8th grade students through purchasing the Fusion Reading Program.	Instructional Materials	Other student group	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Provide interventions at all grade levels at a structured time in addition to classroom instruction.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to use the Wilson Reading Program for special education students and extend it to Tier 3 students as well.	Instruction	Students With Disabilities	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide professional development for teachers to incorporate the Common Core into Reading and Writing Workshop.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		

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
Math	Based on our ISAT, NWEA, and DIBELS/IDEL data, we need to increase the number of students who exceed the standards. Instruction must be differentiated in order to meet the needs of ALL students. Time must be allocated in for teachers to work together, share ideas, and plan for instruction at all levels. Interventions must be provided for all students at scheduled times throughout the day as well.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide teachers with Professional Development for implementing the Common Core into their math instruction.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide teachers with common grade level planning time to analyze and discuss student work samples that include open ended responses and short responses.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide teachers and students with technology (Espark, FastMath, etc.) that enhances teacher instruction and student learning.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide teachers with professional development to analyze assessment data that will drive instruction.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to empower students by having students identify their strengths and weaknesses and taking ownership of their learning.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to work together as a team to differentiate instruction and share lesson plans and ideas.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide instructional para- professionals to assist with differentiated instruction within the classroom.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to incorporate writing into the math curriculum.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Provide opportunities to implement Science into the Math curriculum.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		

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**2012-2014 Continuous
Improvement Work Plan**

Columbia Explorers Elementary Academy

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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
Science	Our ISAT Science scores in 4th and 7th grade indicate that students are achieving below the standards. Teachers must continue to work together to align the curriculum vertically in order to teach all of the standards effectively.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide teachers with professional development for implementing the Common Core into Science instruction.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide teachers with professional development to analyze assessment data that will drive instruction.	Professional Development	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide supplements that will enhance the variety of Science opportunities.	Supplies	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to provide students with hands on experiences and expose them to proper lab procedures, equipment, and safety precautions.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to connect Science knowledge to real world phenonmenon.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to promote a positive culture revolving around the Science Fair.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Have teachers sponsor a Science Club to allow students the opportunity to become more passionate about Science and more exposed to Science in their everyday lives.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Continue to use technology to enhance Science instruction.	Equipment/ Technology	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Review the possibility of building a Greenhouse for all grade levels depending on funds available.	Equipment/ Technology	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		

Strategic Priority 3

Continue to incorporate writing into the Science curriculum.	ILT/ Teacher Teams	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		
Provide opportunities to implement Math into the Science curriculum.	Instruction	All	Principal/Asst. Principal/Curr. Coord.	Quarter 1	On-going		

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Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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