Arnold Mireles Elementary Academy

Skyway Elementary Network

9000 S Exchange Ave Chicago, IL 60617

ISBE ID: 150162990252452

School ID: 610171

Oracle ID: 25331

Mission Statement

At Arnold Mireles Academy, we are committed to help all students to be encouraged, motivated, given the opportunity and support to achieve their greatest potential through the establishment of high expectations. All stakeholders are unified in a partnership to ensure a rigorous and relevant instructional program which includes language arts, use of critical thinking and problem solving skills in math, inquiry based and project based activities in science/social science, computer knowledge and World Language. All of these skills provide students with educational, technological and multicultural experiences preparing them as lifelong learners and responsible citizens in a rapidly changing global society. Students learn in a safe, secure and nurturing enviroment in which teachers and staff model positive attitudes that promote academic success.
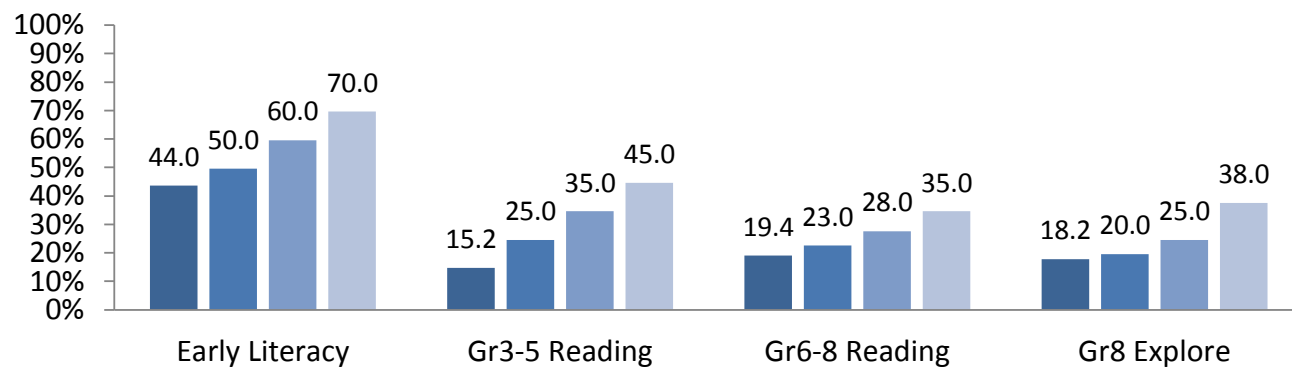
Strategic Priorities

1. Common Core - Teachers will implement CCSS when planning and instructing using high quality resources which include text, classroom libraries, professional development and technology in literacy.

2. Instructional Framework - Teachers need a clear understanding of the Framework for Teaching in order to improve instruction with a priority in Domain3: Instruction

3. Full School Day - Provide a schedule with extended school time to increase all content instruction and provide a common preparation time for teachers.

4. Integrating World Language with core content areas-maintain rigorous standards and integrated curriculum for World Language and attend professional development.
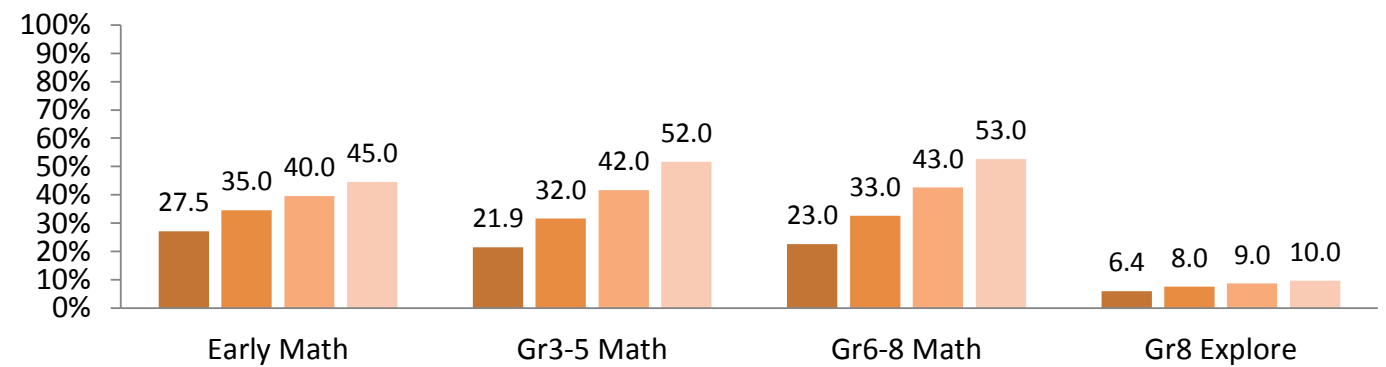
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	44.0	15.2	19.4	18.2
SY2012	50.0	25.0	23.0	20.0
SY2013	60.0	35.0	28.0	25.0
SY2014	70.0	45.0	35.0	38.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	27.5	21.9	23.0	6.4
SY2012	35.0	32.0	33.0	8.0
SY2013	40.0	42.0	43.0	9.0
SY2014	45.0	52.0	53.0	10.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Arnold Mireles 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
Rosalydia deLeon-Diaz	Principal
Dequonce A. Marbury	Assistant Principal
Carline Hollimon-Pasquier	Lead/ Resource Teacher
Dehlia Mendoza	Lead/ Resource Teacher
Socorro A Castro	Counselor/Case Manager
Maria A. Ruvalcaba	Classroom Teacher
Yolanda Rangel	Classroom Teacher
Carmel Hoak	Special Education Faculty
Lora Sanchez	Classroom Teacher
Wanda Gresham	Classroom Teacher
Sabrina Walls-Brown	Classroom Teacher
Irma Chavez	Parent/ Guardian

CIWP

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	44.0	50.0	60.0	70.0	**Early Math** % of students at Benchmark on mClass	27.5	35.0	40.0	45.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.2	25.0	35.0	45.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	21.9	32.0	42.0	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.4	50.0	55.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	45.7	55.0	65.0	75.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.4	23.0	28.0	35.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	23.0	33.0	43.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.0	61.0	71.0	81.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	46.9	56.0	67.0	76.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	18.2	20.0	25.0	38.0	**Explore - Math** % of students at college readiness benchmark	6.4	8.0	9.0	10.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.8	93.0	94.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	11.8	10.0	9.0	8.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	51.1	56.0	65.0	70.0	**ISAT - Reading** % of students exceeding state standards	5.4	7.0	8.0	9.0
ISAT - Mathematics % of students meeting or exceeding state standards	57.2	63.0	69.0	76.0	**ISAT - Mathematics** % of students exceeding state standards	7.6	9.0	11.0	13.0
ISAT - Science % of students meeting or exceeding state standards	44.8	49.0	54.0	60.0	**ISAT - Science** % of students exceeding state standards	0.0	3.0	4.0	5.0

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
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.	Based on Mireles Action Plans, there are clear measurable goals for student achievement at grade and school levels. In these plans, there are strategic plans that outlines the priorities. In 2011, there was incremental growth in achievement based on DIEBLES/IDEL(44% of students at benchmark), mCLASS(28% students at benchmark), Scantron (45% of students making growth targets in reading and 46% of students making growth targets in Math for 3rd-5th / 51% of students making growth targets in reading and 47% of students making growth targets for 6th-8th, ISAT assessments 51% of all students meeting or exceeding in reading, 57% of the students meeting and exceeding standards in Math and 45% of students meeting or exceeding in Science. Although the action plans are given quarterly. Depaul"s Urban Education Learning Priorities guide for planning and preparation the lesson plans/activities.Analysis of students' assessments and student work show minimal progress.	
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.	Mireles has a superior organizational structure that advocates for teachers in roles of facilitators, grade level chairpersons positions that utilize teachers needs and interests. This same structure is seen in the Instructional Leadership Team, along with Lead Literacy and math/Science Lead Teachers. The school Culture has a clear vision to use data to improve classroom instruction and improvement student achievement. Teachers attend professional developement sessions during and after school hours to improve their content knowledge and expertise. Through monthly parent meeting, the leadership team informs and empowers parents to support the school to improve academics and attendance. Parents volunteer as tutors, classroom monitors/helpers, field trip chaperones, parent patrol and on the parent leadership team.	

DIMENSION 1:Leadership

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	The establishment of the ILT, Teacher Teams, Facilitators of Academies, Bilingual Lead Teacher, Committee's Chairpersons, Grade Level Chairpersons, RTI Team/LRE Team demonstrates the majority of the teachers/Staff that are invested in the success/outcomes of the school. There are some teachers that feel that the ILT could include additional members. More communication and sharing needs to occur to include and inform all teachers/ staff from the ILT on a regular basis. In the Teacher Teams and professional development sessions all teachers have voice and share learning about effective practice as seen on the agendas and sign in sheets.	

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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	Mireles ILT consists of the Principal, Asst. Principal, Lead Literacy Teacher, MAth/Science Lead Teacher, Counselor/Case Manager, Bilingual Lead Teacher/Bilingual Academy Facilitator, READ 180 Teacher/S.M.A.R.T Facilitator, AVID Teacher, Rising Stars Facilitator, Fine Arts Facilitator, Early Literacy Academy Facilitator and Union Representative. Classroom observations, analysis of various assessments and student work are tools used that prioritize the focus of the professional development in the teacher teams and whole staff professional development sessions. These sessions are facilitated and monitored by the teacher leaders in literacy, math and science to improve instruction and learning. Data analysis is done through teacher teams along with the ILT and weekly reflections done by the teacher/team improves the classroom instruction. There is a need for the ILT to facilitate communication and engagement of all staff to participate in decision making that is focused on student progress.Monitoring of the implementation of school's action plans should be done regularly and throughout the year to make accomodations as needed.	
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.	Mireles has a systematic approach that analyzes data i.e: DIBELS/mCLASS--progress monitoring, Scantron, CCSS Benchmarks and Quarterly Achievement Networks assessments. 5 Week AAB/C Reports are established for analyzations of students' scores, grades, attendance, behavior and interventions given. Action plans are done four times a year, reteaching occurs when needed and reassessments are administered to see an increase of student mastery of standards and skills. The need for the teams (ILT/TT) to make adjustments and prioritize the focus to support certain students and teachers based on strategic skills/ strategies need to happen regularly.	

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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.	Standards are aligned in the DePaul's Urban Education Learning Priorties which outlines the skill/strategy which serves as a quarterly map and sequence in literacy, mathematics, social science, science and writing. Each grade level uses multiple texts and resources that outline yearly, quarterly and weekly plans and action plans that ensure that ELL's and students with disabilities are included. Grade level teams need to increase the text complexity of the texts and resources used in the classrooms. Achievement Network Assessments are used to develop action plans, reteaching and reassessments in grades 3-8. Dibels/Idel assessments and progress monitoring provide pacing charts for grades k-2.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Every student including students with disabilities and ELL students have the same materials and resources in every classroom(K-8). Classrooms have sufficient materials, however the recommendation is for teachers to increase the focus on non fiction materials and resources. EDM and MT materials are used and are aligned to the standards. Foss and SEP-UP materials are used for the science curriculum.	

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.	Grade level assessments are used school wide which include (CCSS/Scantron/Achievement Network, etc.) that provide data immediately. DIBELS/IDEL/mClass are a comprehensive set of assessments that screens , diagnoses, benchmarks students' performance. Progress monitoring is done frequently to determine students' progress over time. Accomodations and modifications ensure that all students are able to demonstrate their skills and knowledge. Assessments are aligned with standards and the results are analyzed after each assessment. This category would have received a 4: however for ELL students taking the assessments only in English. It does not adequately assess their competency in the content area.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Arnold Mireles Elementary Academy

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Most teachers consistently use Blooms Taxonomy/HOTS questions and scaffolds instruction for every student to engage them in complex texts. Teachers write focus and objectives so that students can visually see what they are learning daily. Most teachers also clearly communicate with their students, what, how and why they are learning what they learn. Teachers need to build towards a deeper understanding/mastery of the standards taught and learned. Using DePaul's model, students are taught to think using different strategies and modalities to meet students' individual needs. Teachers use reflection tools to analyze the results of assessments and their instructional practice to reteach.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		2
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The Response to Intervention Team is established and Mireles has a systematic approach to identifying which students are in need of academic interventions and what interventions to receive. A monitoring system is not established. Interventions focus on one to one tutoring after school, small groups pull out sessions in 2nd, 3rd and 6th grades. The need for highly qualified free-interventionists to serve all grades is recommended to support the RTI and for consistency.	
Whole staff professional development	--->		3
• 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.	Entire staff professional development has a focus plan that is aligned to continuous improvement in classroom practices and increase student acheivement. Professional development is on going in teacher teams meetings across the grade levels. In order to evaluate the effectiveness of the professional development, a monitoring system needs to be developed through exit slips or evaluation forms at the end of each professional development session.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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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 collaborate and communicate weekly and bimonthly analyzing student assessments or student work, daily for planning instruction and quarterly for curriculum mapping aligned to standards. The majority of grade level teams share the ownership for results in student learning. Teachers meet regularly with specialist to discuss classroom practices, progress monitoring data and students who receive interventions. The specialists and teachers have norms and protocols in place that encourage team collaboration. Teacher Teams are inclusive of general education, special education, bilingual teachers and other specialists.	
	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.	Mireles has teacher leaders, facilitators of academies, grade level chairpersons that support colleagues and new teachers. There is no coaching plan to meet individual needs. Teachers occasionally receive quality feedback to support individual growth.	

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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	Many staff members set college and carreer expectations. In seventh grade AVID program is implemented and in sixth grade, the University of Illinois Public Health sessions starts and continues on for the next two years and throughout the students high school years. Seventh and eigth grade students research different high schools and universities for discussions and relating information.Career Day occures in isolation from the entire school. 54% of the students feel that instruction is clear, engaging and challenging leading to ambitious instruction.	
	Relationships	--->		**3**
	• 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.	Opportunities for inclusion and integration of all students exists at Mireles (ie. Mentorship Program, Drama Club, JROTC, 21ST CCLC, Green Club, Spanish Club, Mid Tier Groups before or after school, sports programs etc.) Students with disabilities are engaged and included in the school community. Classroom experiences and school wide activities demonstrate the diversity of our school (Hispanic Heritage activities, Black History Celebrations etc.) The average daily student attendance is at 93%.	
	Behavior& Safety	--->		**3**
	• 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 enviroment is conducive to learning. The Student Code of Conduct is implemented for all students. Classroom Management Plans are developed and implemented by individual classrooms and or by academies. Consequences are inconsistent and some students have no care attitude towards the consequences. School wide norms and guidelines need to be developed, implemented and monitored by all staff members to promote uniformity and consistency. 27% of the students feel safe according to the My Voice, My School survey. The scorecard categories of misconducts states 11.8 rate of misconducts per 100.	

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 5: Family and Community Engagement	*Expectations*	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal and teachers provide clear information for parents and the community on school's performance, school improvement plans and how it relates to their child/children. Teachers have orientation meetings, parent nights, conference times or report card pick-up and conferences that outline class procedures and grading systems etc.	
	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 and administration are available for conferences daily to keep communication open and ongoing. Conversations and communication need to be clear and focus on how their child is doing academically, socially and emotionally. Home strategies from the school to the families a will support the home connection. 48% of parents feel welcome and volunteer at the school according to My Voice, My School Survey. Moderate parental support exists and	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Opportunities and activities occurred for families and community to be involved (Literacy/Math Family Night, Flea Markets, Heal the Community Ceremony, Science Fairs, Dia de Los Muertos Exhibit, Black History Museum, Green Team Outreach, Mireles Got Talent Show, Parent Cafes, Parent Computer Classes, etc). 43% of parents who responded to My Voice, My School Survey feel safe and supportive.	

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**2**
• 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.	Partnerships occurred with Metropolitan Family Services, Illinois Department of Family Services, South Chicago Chamber of Commerce (security assistance). Many resources are not being tapped into. Home visits are being done occasionally, but need to be done frequently due to need of the school.	
College & Career Exploration and election	--->		**3**
• 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.	Mireles has the AVID college program, Algebra Classes for seventh/eighth and offers Spanish Classes to all non Spanish/Spanish speakers. Partnerships exist with the University of Illinois Public Health, Field Museum, etc, that offer college/career readiness preparation for careers. Need for these programs and partnerships to be provided for all students (primary, intermediate through upper grade students). These programs need to be reinforced throughout students early years in school to expose them in making informed choices.	
Academic Planning	--->		**3**
• 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.	Algebra exit exams are taken by the students who meet the criteria to take algebra classes and become proficient to successfully pass the exam. More opportunities for all students to have access to a rigorous academic program from Kindergarten through eighth grade should be offered.	
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.	21st CCLC, after school programs, activities, committees offer student s many choices to engage and participate in activities that will build their skills, talents and interests. Sports programs (flag football,soccer, volleyball, basketball,etc.) are open to all students including students with disabilities and English Language Learners. However guidelines (one page contract/agreement) need to be established school wide to include agreement among student, parent, teacher,sponsor/administration; before a student can join a club, organization and team. Parent Orientation meetings and continual communication with parents needs to be implemented.	

6: College and Career Readiness Supports

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*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	EXPLORE Assessment is given to eighth graders. In 2011, 18% of the eighth grade students were at college readiness.	
	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.	Transitions are seen in Pre-K. Parents attending an orientation meeting on the expectations of kindergarten students visit kindergarten classrooms and meet with kindergarten teachers. Eighth Grade Students research and visit different High Schools in CPS. Students attend various different High School Fairs and participate in shadowing students in High Schools or/Investigation Days and attend High School Orientation Meetings.	

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.	Discretionary funds are aligned with Mireles goals, specific needs and priorities to improve classroom instruction and meet students' needs. Additionally funded programs are seen in the World Language Magnet Cluster Proposal, LRE/Education Connection Proposal, and Community Learning Center Proposal. Community Partnerships with Metropolotan Family Services, Claretian Associates, Ada S. McKinney, District Police Station, South Chicago YMCA, South Chicago Library, La Causa Community Center, Southeast Coalition, Field Museum, Art Institute, Dr. Radner's DePaul Urban Education, Alderman Pope and South Chicago Chamber of Commerce, help meet the student and staff needs.	
	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.	Teacher Teams and Instructional Leadership Team include individuals with specific knowledge and expertise to make informed decisions. Partnerships with universities allow for student teachers to do their student teaching at Mireles and become a part of the pool for hiring. Interview committees are formed to interview and hire highly qualified teachers/staff that meet the priorities of the students and staff.	
	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.	School schedule allows for uninterrupted instructional time for language arts, math, science and social science. Teacher Teams meetings are scheduled to meet weekly for collaboration and discussions. These meetings are set with norms, guidelines, agendas and sign in sheets. Interventions are seen during school time for second, third and sixth graders that target their specific needs/weaknesses. With increased time in Full School Day, additional time will be scheduled for teacher teams to continue to have meaningful and purposeful meetings daily.	

Mission & Strategic Priorities

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

Mission Statement

At Arnold Mireles Academy, we are committed to help all students to be encouraged, motivated, given the opportunity and support to achieve their greatest potential through the establishment of high expectations. All stakeholders are unified in a partnership to ensure a rigorous and relevant instructional program which includes language arts, use of critical thinking and problem solving skills in math, inquiry based and project based activities in science/social science, computer knowledge and World Language. All of these skills provide students with educational, technological and multicultural experiences preparing them as lifelong learners and responsible citizens in a rapidly changing global society. Students learn in a safe, secure and nurturing enviroment in which teachers and staff model positive attitudes that promote academic success.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Common Core - Teachers will implement CCSS when planning and instructing using high quality resources which include text, classroom libraries, professional development and technology in literacy.	We have been making incremental growth but still remain at 51% meeting and exceeding targets in literacy in 3-8th grades and 44% in DIBELS.
2	Instructional Framework - Teachers need a clear understanding of the Framework for Teaching in order to improve instruction with a priority in Domain3: Instruction	Implement rigorous and relevant instruction to improve student achievement levels for college and career readiness in all grade levels.
3	Full School Day - Provide a schedule with extended school time to increase all content instruction and provide a common preparation time for teachers.	Provide academic support to effectively address CCSS and provide communication and collaboration opportunities to discuss instructional practice, implementation of CCSS and analyze student data.
4	Integrating World Language with core content areas-maintain rigorous standards and integrated curriculum for World Language and attend professional development.	Planning rigorous integrated curriculum and programming around Mireles Academy theme and K-8 students needs to prepare students to enter and be successful in high school and beyond.
5	Optional	

CIWP

2012-2014 Continuous Improvement Work Plan

Arnold Mireles 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
Common Core - Teachers will implement CCSS when planning and instructing using high quality resources which include text, classroom libraries, professional development and technology in literacy.	We have been making incremental growth but still remain at 51% meeting and exceeding targets in literacy in 3-8th grades and 44% in DIBELS.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Teacher leaders will deliver professional development to grade band for CCSS in literacy after attending trainings.	Equipment/ Technology	All	Vargas, Hernandez, Walls, Jackson, Rangel,ILT	On-going			
2. Collection and analysis of lesson plans and classroom visits to ensure implementation of CCSS every 5 weeks.	Instructional Materials	All	Teachers, ILT Administration	On-going			
3.Sharing of instructional strategies through sharing of student work at grade level meetings on a bimonthly basis.	ILT/ Teacher Teams	All	Teachers, ILT Administration	On-going			
4.Professional development for parents and community to leran and understand CCSS in classroom and how to support at home.	LSC/ PAC/ PTA	All	Teacher Leaders, ILT	On-going			

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Instructional Framework - Teachers need a clear understanding of the Framework for Teaching in order to improve instruction with a priority in Domain3: Instruction	Implement rigorous and relevant instruction to improve student achievement levels for college and career readiness in all grade levels.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Teachers will provide students with syllabus every five weeks with student friendly goals and new learning in order to develop communicating with students in Domain 3 of Framework for teaching.	Instructional Materials	All	Teachers	On-going			
2. Students and teachers will conference about assessment growth; set goals for future growth and on how to attain these goals.	Equipment/ Technology	All	Classroom Teachers including all other staff. Students ILT	On-going			
3.Colleague visits will be conducted in order to observe instruction. Debriefing colleagues within a grade bend will happen after observations.	ILT/ Teacher Teams	All	Teachers, ILT	On-going			

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
Full School Day - Provide a schedule with extended school time to increase all content instruction and provide a common preparation time for teachers.	Provide academic support to effectively address CCSS and provide communication and collaboration opportunities to discuss instructional practice, implementation of CCSS and analyze student data.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. CCSS in reading Informational standards instruction will be increased with our schedule which allots for Social Studies, Science,Math and Reading to be taught daily with increased minutes.	After School/ Extended Day	All	All	On-going			
2. Collaboration time for teachers to regularly use data to identify standards to review, reteach and reassess instruction and student work.	ILT/ Teacher Teams	All	All	On-going			
3. Time on task for teachers to provide project based activities and to allow for student mastery of CCSS standards.	ILT/ Teacher Teams	All	All	On-going			
4. Parent orientation to introduce and continuously update parents of full school day schedules and increased instruction.	Parental Involvement	All	All	On-going			

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Integrating World Language with core content areas-maintain rigorous standards and integrated curriculum for World Language and attend professional development.	Planning rigorous integrated curriculum and programming around Mireles Academy theme and K-8 students needs to prepare students to enter and be successful in high school and beyond.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Planning and development of integrated units or documentation	Instruction	All	C. Garcia, M. Padilla, F. Reizen	On-going			
Meeting with colleagues as a resource for focus area integration	Instruction	All	C. Garcia, M. Padilla, F. Reizen/Teachers	On-going			
Intensive integrated instruction	Instruction	All	C. Garcia, M.Padilla, F. Reizen	On-going			
Co-teaching integrated uints	Instruction	All	C. Garcia, M. Padilla, F. Reizen/Teachers	On-going			
Coaching/mentoring of colleagues	Instruction	All	C. Garcia, M. Padilla, F. Reizen/Teachers	On-going			
Observation at other magnet program	Instruction	All	C. Garcia, M. Padilla, F. Reizen	On-going			
Parent and community workshops or meetings	Parental Involvement	All	C. Garcia, M. Padilla, F. Reizen	On-going			
Planning or providing professional development to staff members, grade level teams, colleagues	Instruction	All	C. Garcia, M. Padilla, F. Reizen/Teachers	On-going			
Coordinating school-wide events	Instruction	All	C. Garcia, M. Padilla, F. Reizen	On-going			

Strategic Priority 4

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2012-2014 Continuous Improvement Work Plan

Arnold Mireles Elementary Academy

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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

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