CIWP

2012-2014 Continuous Improvement Work Plan

Joseph Stockton Elementary School

Ravenswood-Ridge Elementary Network

4420 N Beacon St Chicago, IL 60640

ISBE ID: 150162990252470

School ID: 610189

Oracle ID: 25501

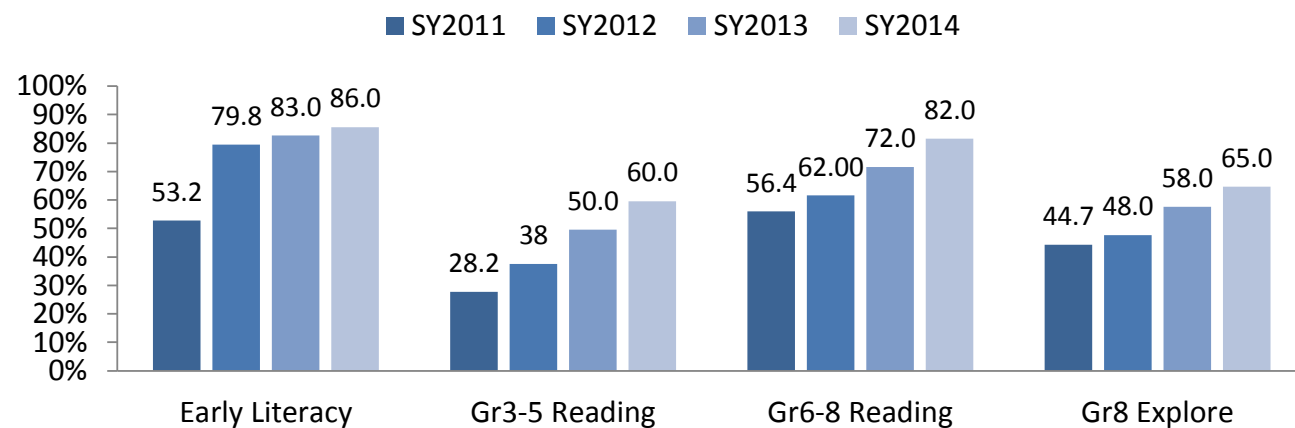CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Stockton School is committed to developing the academic and social growth of all students. All children will be educated and assessed based on their individual needs, using a literacy based approach that supplements all content areas with math, science and technology. We are dedicated to continuous improvement through a rigorous curriculum, high expectations and family and community involvement.
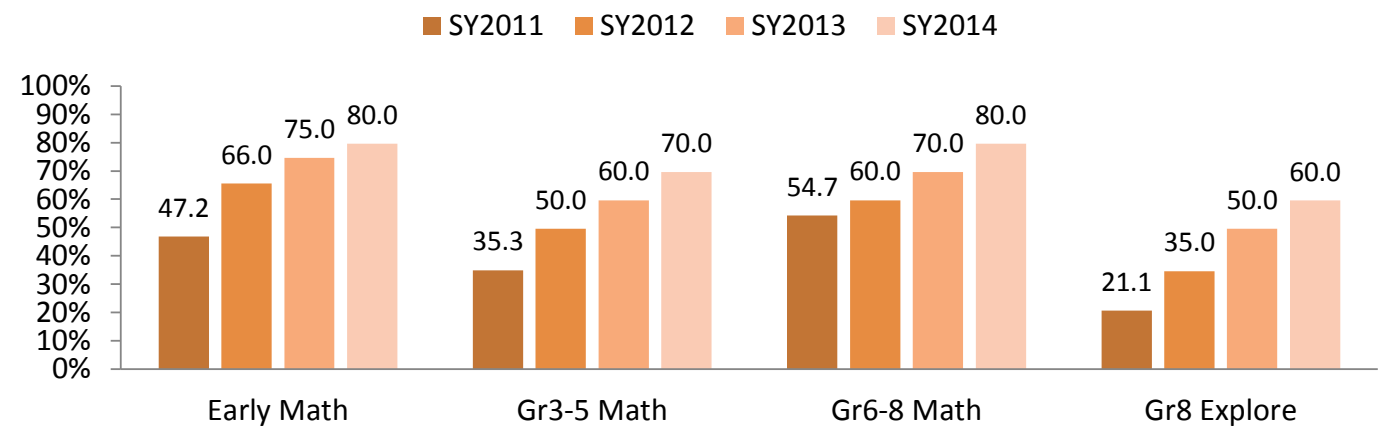
Strategic Priorities

1. Administration and peers will observe classroom instruction on a regular basis via mini-rounds, TEE-Time, and formal and informal observations. Providing feedback to staff and concentrating on improving instructional practices will guide professional development. Providing professional development based on "best practice"

2. Provide a more rigorous, challenging curriculum to high performing students in order to increase the number of students who exceed State Standards in both Reading and Math. Increase the number of students who take Algebra 1. Expose students to more non-fiction reading materials.

3. Stockton teachers will use a common strategy linked to differentiation and collaboration in order to align best teaching practices throughout the school. By using modeling, professional book clubs and observations, teachers will be able to support each other as they develop expertise in the Daily Five strategy.

4. Stockton will continue to develop a link with parents and the extended community through focused monthly activities designed to increase parent involvement. In addition, Stockton will continue to develop its relationship with the homeless shelter where about 10% Stockton students reside.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	53.2	79.8	83.0	86.0
Gr3-5 Reading	28.2	38	50.0	60.0
Gr6-8 Reading	56.4	62.00	72.0	82.0
Gr8 Explore	44.7	48.0	58.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	47.2	66.0	75.0	80.0
Gr3-5 Math	35.3	50.0	60.0	70.0
Gr6-8 Math	54.7	60.0	70.0	80.0
Gr8 Explore	21.1	35.0	50.0	60.0

Continuous Improvement Work Plan
2012 - 2014

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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:	Joseph Stockton Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Jill Besenjak	Principal
Patricia Whitehouse	Assistant Principal
Meagan Cullen	Classroom Teacher
Bradley Balof	Classroom Teacher
Fidel Campos	LSC Member
Terry Lucas	Special Education Faculty
LaVera Lee	Parent/ Guardian
Katie Shoemaker	Counselor/Case Manager
Vedad Imamovic	Lead/ Resource Teacher
Lindsay Smith	Community Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	53.2	79.8	83.0	86.0	**Early Math** % of students at Benchmark on mClass	47.2	66.0	75.0	80.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.2	38	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	35.3	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.2	51.0	60.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.0	60.0	70.0	80.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	56.4	62.00	72.0	82.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	54.7	60.0	70.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.5	60.0	70.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.1	60.0	70.0	80.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	44.7	48.0	58.0	65.0	**Explore - Math** % of students at college readiness benchmark	21.1	35.0	50.0	60.0

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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	94.9	95.0	95.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	11.0	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	74.7	85.0	87.0	90.0	**ISAT - Reading** % of students exceeding state standards	12.4	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.0	85.0	87.0	90.0	**ISAT - Mathematics** % of students exceeding state standards	18.3	23.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	66.7	75.0	80.0	85.0	**ISAT - Science** % of students exceeding state standards	1.5	10.0	20.0	25.0

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
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The ILT has developed a clear, well established theory of action. The theory of action outlines the priorities for Stockton School (peer observations, data analysis, quality instruction/student growth). Peer observations were establised through Teacher Education Exchange (TEE Time) and Mini Rounds. Goals were set at the beginning of the year with the Network team. The goals were shared with the staff and have been routinely monitored. 28.2% of students in grades 3-5 scored at or above	
	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.	Principal creates professional development that is teacher led and based on Mini-Rounds observations. Needs of school are assessed and professional development is based on greatest need tapping into expertise of staff. Administration meets weekly with grade level teams to review goals, analyze data and discuss instruction. Conversations regarding preparing students to be college and career ready are ongoing. Principal shares information with stakeholders on the School performance. Principal holds meetings with parents to discuss Full School Day, Volunteer Opportunities and the Student Promotion Policy.	

Date Stamp November 22, 2012

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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	An ILT is well established and highly functioning. Grade level meetings are held on a weekly basis. All staff serves on at least one committee. Teachers present professional development at staff meetings twice per month and on professional development days. Staff members who attend professional development elsewhere are encouraged to present/share the information with staff.	

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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 ILT was established based on teacher input, knowledge and expertise of members. The ILT provides professional development on an ongoing basis. The ILT uses the mini rounds process to improve teaching and learning. The ILT represents the staff and brings concerns/ideas to the ILT meetings for discussion. The ILT uses Scantron, DIBBLES, and M-Class data to help drive instruction.	
Monitoring and adjusting	-->		**2**
• 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.	Data is analyzed at weekly grade level meetings. Staff from Wireless Generation has worked with staff in primary grades to assist with progress monitoring. Central Office staff has done training with staff to use Scantron Data effectively. Some staff do not use data with fidelity.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• 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.	Stockton School has been using Common Core State Standards to develop plans as of the 2nd quarter. Grade levels work together to plan common units and develop a scope and sequence as evidenced in weekly lesson plans. Grades K-5 uses book room books to address various complexity levels and for informational texts. Grades 6-8 use novel studies. Staff has been trained in SIOP and Differentiated instruction.	
	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).	Bookroom books, Harcourt Reading Series, Everyday Math, Foss and SEPUP Science, Reading A to Z, Lexia, Fast ForWord, Study Island all provide differentiation across grades K-8.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	A variety of assessments (benchmark, DIBELS, M-class, ISAT, Scantron, Theme Tests, etc.) allow teachers to analyze data and adapt curricula/lessons accordingly. Students receive accomodations and modifications based on their IEP. CCSS are being used to develop lesson plans. Student mastery of the CCSS is monitored via classroom, summative and formative assessments. My ACCESS writing program is implemented in Middle School.	

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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.	Instruction has been more rigorous due to implementation of the Common Core State Standards. We are on an upward trend of all staff using high-level questioning. The ILT has presented staff development on higher order level questions. This was done as a direct result of mini rounds observations. Teachers have been developing lessons that promote students becoming problem solvers. Teachers use a variety of instructional tools to address the needs of all learners.

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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.	Interventions include small- group instruction, push-in/pull-out support from the resource teacher or Literacy Coach. Stockton School implements the use of DIBELS, m-class and Scantron to assess BOY, MOY and EOY student progress. RtI is provided by classroom teachers, literacy coach and resource teachers.	
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.	Professional development is coherent and based on mini rounds observations. Areas of improvement are determined based on observations and professional development is planned. Professional development has focused on Common Core State Standards and is aligned with school goals. Initiated TEE (teacher education exchange) Time	

Professional Learning (vertical label in left margin of second row)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Weekly grade level meetings with administration. Teachers meet in grade level teams on a consistent basis, but more collaboration is needed across the grade levels and with enrichment and ESL teachers. Progress monitoring is done at primary grade level meetings. Teachers are able to discuss at risk students at grade level meetings.	
	Instructional coaching	-->		**2**
	• 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.	Formal support for new teachers comes from grade level peers or CPS initiatives. Professional development opportunities are shared on a consistent basis. Classroom observations and feedback sessions support individual growth.	

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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	Most staff members provide instruction that inspires students to become college and career-ready. The first floor hallway has banners/pennants from various colleges hanging in the hallway. The Middle School students participate in the Our American Voice program.	
	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.	Staff, administration, faculty all develop individual relationships with students. Check-in/ check-out system in place. PBIS program implemented. Students with IEPs are included in all programs offered to gen ed students. Multi-cultural curriculum utilized.	
	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.	Safety team meets on a regular basis and is reflective of practices. Positive Behavior Intervention Strategies (PBIS) are implemented. Safety plan is followed.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Letters, newsletters and monthly callendar from principal are sent home. School Report Card sent home. BAC/NCLB/PAC meetings held monthly. Two parent meetings held for 8th grade parents on promotion policy. Most parents utilize Parent Portal. Primary staff send weekly newsletters to parents.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Weekly communication through news letters, wrap-ups, phone calls, notes home, personal meetings before and after school and parent teacher conferences allow for open communication.	
	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.	Quarterly Honor's Assembly Administration and staff have Open Door Policy. Hispanic Heritage Month, Winter Celebration, African American History Month, and Multi-Cultural Assemblies are held throughout the year. Family Literacy and STEM Nights Open Houses/School Tours	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		3
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff conducts home visits Stockton partners with C4 to assist families with much needed social services.	
6: College and Career Readiness Supports	*College & Career Exploration and election*	-->		1
	• 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.	College banners are hanging in the hallway. Explore test given to 8th graders.	
	Academic Planning	-->		2
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Students participate in activities through the Heart Program and Our American Voice. Algebra 1 course offered to 8th grade students.	
	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.	Choir, sports, cheerleading, photography, In Search of Genius, Spanish, Tutoring are all offered to all students.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Joseph Stockton Elementary School

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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*	-->		**1**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The Explore test is given to 8th graders.	
	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.	Not applicable to elementary school	
	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.	Common language between grade levels. Head Start and Kindergarten staff hold parent meetings.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources	-->		**4**
• 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 directly aligned to the needs of the school (primarily to buy staff positions) Donors Choose and Adopt A Classroom are utilized by staff and administration to request funding for projects/equipment. Grants are applied for from staff and administration. Relationships with school partners are developed and maintained.	
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.	Administration always asks for input from staff when hiring for a new position. Interviewing committee is formed. Student teachers, excellent substitute teachers, recommended applicants are all considered for vacancies. Applicants are interviewed. Applicants that are considered for the vacancy are asked to present a mini-lesson to the committee.	
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.	Common planning time is scheduled to allow for teacher collaboration and grade level meetings. Resource teachers plan their schedules to include as many push-in minutes as possible. Literacy teacher provides additional RtI to students who need intervention.	

DIMENSION 7: Resource Alignment

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

Stockton School is committed to developing the academic and social growth of all students. All children will be educated and assessed based on their individual needs, using a literacy based approach that supplements all content areas with math, science and technology. We are dedicated to continuous improvement through a rigorous curriculum, high expectations and family and community involvement.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Administration and peers will observe classroom instruction on a regular basis via mini-rounds, TEE-Time, and formal and informal observations. Providing feedback to staff and concentrating on improving instructional practices will guide professional development. Providing professional development based on "best practice" instructional strategies that are aligned with the Common Core State Standards will improve instruction and directly affect student achievement.	Peers and administrators collaborating to improve instructional practices will directly impact student achievement. The ILT along with administration will analyze data (NWEA, m-class, ISAT, DIBELS, etc), make recommendations for areas in need of improvement, and provide the resources and supports necessary to ensure that teachers are meeting the needs of all students.
2	Provide a more rigorous, challenging curriculum to high performing students in order to increase the number of students who exceed State Standards in both Reading and Math. Increase the number of students who take Algebra 1. Expose students to more non-fiction reading materials.	Stockton's current ISAT Exceeds percentiles are 12.4% and 18.3% in Language Arts and Math, respectively. Grouping students homogeneously in middle school will create opportunities to selectively focus on differentiated curriculum more closely tailored to individual student needs in an effort to increase Exceeds percentiles to 20% in Language Arts and 23% in Math.
3	Stockton teachers will use a common strategy linked to differentiation and collaboration in order to align best teaching practices throughout the school. By using modeling, professional book clubs and observations, teachers will be able to support each other as they develop expertise in the Daily Five strategy.	The Daily Five is a research-based strategy designed to provide a student-centered, differentiated learning environment. Having a schoolwide focus will create unified opportunities for professional development that is tied to best practice and teacher evaluations.
4	Stockton will continue to develop a link with parents and the extended community through focused monthly activities designed to increase parent involvement. In addition, Stockton will continue to develop its relationship with the homeless shelter where about 10% Stockton students reside.	Parent involvment (report card pick-up, field trips, family nights, etc.) ranges from 90% in some rooms, to under 50% in others. Stockton will increase parent options with activities created to specifically address the needs of the parents who may be reluctant to become involved. Parent groups in the Stockton community are interested in tutoring, which will target both Below and Exceeds students.
5	Optional	

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
Administration and peers will observe classroom instruction on a regular basis via mini-rounds, TEE-Time, and formal and informal observations. Providing feedback to staff and concentrating on improving instructional practices will guide professional development. Providing professional development based on "best practice" instructional strategies that are aligned with the Common Core State Standards will improve instruction and directly affect	Peers and administrators collaborating to improve instructional practices will directly impact student achievement. The ILT along with administration will analyze data (NWEA, m-class, ISAT, DIBELS, etc), make recommendations for areas in need of improvement, and provide the resources and supports necessary to ensure that teachers are meeting the needs of all students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will work with administration to develop PD focused on Rounds, REACH and observations	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
Teachers will attend professional development developed by ILT and administration	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
ILT and administration will continue Rounds process	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Administration will conduct weekly grade level meetings focused on DIBELS, M-Class, ISAT and NWEA data, student work, and Rounds observations	Instruction	All	Administration	Quarter 1	On-going		
Administration will use REACH evaluations to provide ongoing teacher support.	Instruction	All	Administration	Quarter 1	On-going		
Teachers will observe their peers through TEE time observations	Instruction	All	Teachers	Quarter 1	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
Provide a more rigorous, challenging curriculum to high performing students in order to increase the number of students who exceed State Standards in both Reading and Math. Increase the number of students who take Algebra 1. Expose students to more non-fiction reading materials.	Stockton's current ISAT Exceeds percentiles are 12.4% and 18.3% in Language Arts and Math, respectively. Grouping students homogeneously in middle school will create opportunities to selectively focus on differentiated curriculum more closely tailored to individual student needs in an effort to increase Exceeds percentiles to 20% in Language Arts and 23% in Math.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
NWEA professional development training for teachers and administration	Professional Development	All	CPS	Summer 2012	On-going		
ILT will review current curricular materials assess its relevance to CCSS, and make recommendations for new materials.	Instructional Materials	All	ILT	Summer 2012	Quarter 2		
ILT will continue to lead CCSS PD, focusing on strategies and differentiation.	Professional Development	All	ILT	Quarter 1	On-going		
Select teachers will attend the Network Teacher Leadership Intstitute and share information through a train-the-trainer model.	Professional Development	All	Staff	Summer 2012	On-going		
Grade level meetings will focus on data that shows effective differentiation and ways to increase high achievement in Reading and Math	ILT/ Teacher Teams	All	Staff	Quarter 1	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
Stockton teachers will use a common strategy linked to differentiation and collaboration in order to align best teaching practices throughout the school. By using modeling, professional book clubs and observations, teachers will be able to support each other as they develop expertise in the Daily Five strategy.	The Daily Five is a research-based strategy designed to provide a student-centered, differentiated learning environment. Having a schoolwide focus will create unified opportunities for professional development that is tied to best practice and teacher evaluations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will develop PD focusing on Daily Five, including	Professional Development	All	ILT	Summer 2012	On-going		
ILT will implement Daily Five PD to staff, which will include solidifying the mission, vision and culture of the school. PD will continue throughout the year.	Professional Development	All	ILT	Quarter 1	On-going		
Stockton staff will implement a professional book club, focusing on topics related to Daily Five, Collaboration and Differentiation.	Professional Development	All	Staff	Quarter 1	On-going		
Rounds and informal observations will focus on feedback for teaching strategies that support differentiation and collaboration	Instruction	All	ILT and Administration	Quarter 1	Quarter 4		
Grade level meetings will focus on data that shows effective differentiation and ways to increase high achievement in Reading and Math	ILT/ Teacher Teams	All	Administation and Staff	Quarter 1	Quarter 4		

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
Stockton will continue to develop a link with parents and the extended community through focused monthly activities designed to increase parent involvement. In addition, Stockton will continue to develop its relationship with the homeless shelter where about 10% Stockton students reside.	Parent involvment (report card pick-up, field trips, family nights, etc.) ranges from 90% in some rooms, to under 50% in others. Stockton will increase parent options with activities created to specifically address the needs of the parents who may be reluctant to become involved. Parent groups in the Stockton community are interested in tutoring, which will target both Below and Exceeds students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration will work with interested teachers to develop a roster of parent-friendly activities designed to attract key families to monthly activities throughout the year.	Parental Involvement	All	Staff and Administration	Summer 2012	Quarter 1		
Committees will finalized plans for family activities, and facilitate activities throughout the year.	Parental Involvement	All	Staff and Administration	Quarter 1	Quarter 4		
Administration will plan activities with Community groups interested in working with Stockton in a variety of capacities throughout the year.	Other	All	Administration	Summer 2012	On-going		
Administration and interested teachers will develop a plan for greater interaction with the homeless shelter where most of Stockton's homeless students reside, and develop more systematic support for incoming homeless students and their families.	Other	Other student group	Staff and Administration	Summer 2012	On-going		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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