CIWP

2012-2014 Continuous Improvement Work Plan

Stone Elementary Scholastic Academy

Ravenswood-Ridge Elementary Network

6239 N Leavitt St Chicago, IL 60659

ISBE ID: 150162990252468

School ID: 610191

Oracle ID: 29291

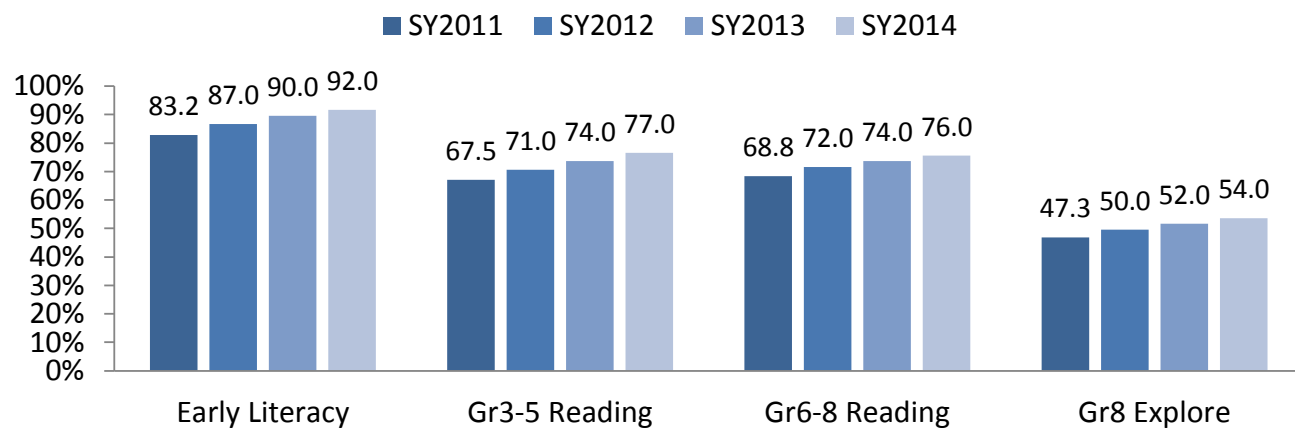CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Stone Scholastic Academy's mission is to create a community of lifelong learners, reflective and empathetic people prepared to make contributions to a global society in the 21st century.
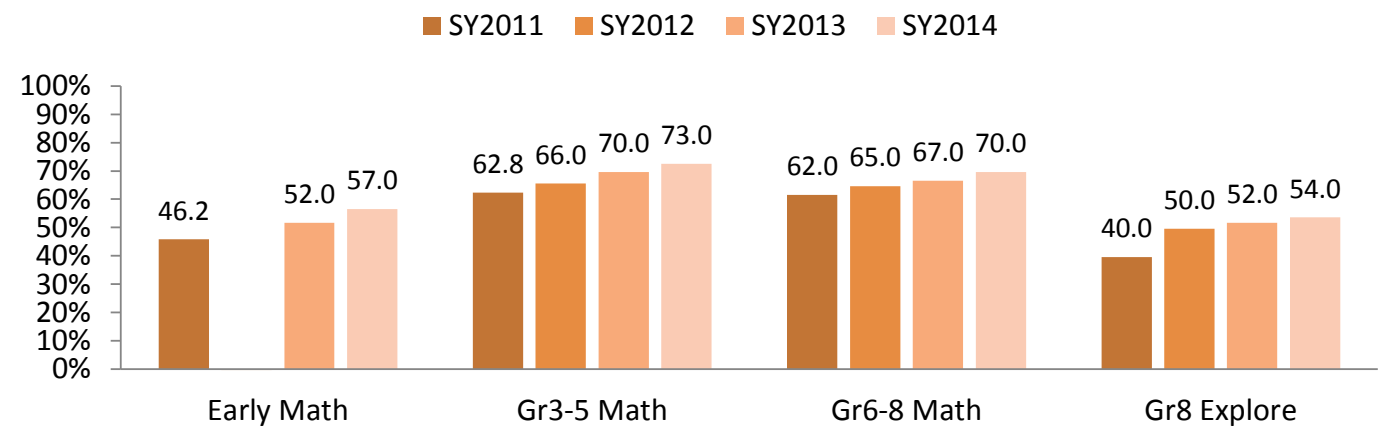
Strategic Priorities

1. Teachers deliver Common Core aligned science instruction supported by high quality text for students in grades K-8.

2. Teachers deliver Common Core aligned literacy instruction supported by high quality text for students in grades K-8.

3. Stone will build/strengthen teacher capacity by having teachers participate in and implement targeted Science and Literacy professional development.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	83.2	87.0	90.0	92.0
Gr3-5 Reading	67.5	71.0	74.0	77.0
Gr6-8 Reading	68.8	72.0	74.0	76.0
Gr8 Explore	47.3	50.0	52.0	54.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	46.2		52.0	57.0
Gr3-5 Math	62.8	66.0	70.0	73.0
Gr6-8 Math	62.0	65.0	67.0	70.0
Gr8 Explore	40.0	50.0	52.0	54.0

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Stone Elementary Scholastic 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
Barbara Onofrio	Principal
Jay Brandon	Assistant Principal
Vera Elue	LSC Member
Cheryl Hamada	LSC Member
Mena Pfest, Sandy Hagy, Gina Demonte	Classroom Teacher
Mirta Alfonso	ELL Teacher
Seol Moon	Special Education Faculty
Dora Sanchez	Lead/ Resource Teacher
Jennifer Jeffris	Parent/ Guardian
Chad Runge	Parent/ Guardian
Brad Hack	Parent/ Guardian

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	83.2	87.0	90.0	92.0	**Early Math** % of students at Benchmark on mClass	46.2	N/A	52.0	57.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	67.5	71.0	74.0	77.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	62.8	66.0	70.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.9	62.0	64.0	66.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.7	59.0	62.0	65.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	68.8	72.0	74.0	76.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	62.0	65.0	67.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.4	62.0	64.0	66.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.9	62.0	64.0	66.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	47.3	50.0	52.0	54.0	**Explore - Math** % of students at college readiness benchmark	40.0	50.0	52.0	54.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.4	96.5	96.5	97.0	**Misconducts** Rate of Misconducts (any) per 100	1.9	1.5	1.2	1.2

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	89.0	90.0	92.0	95.0		**ISAT - Reading** % of students exceeding state standards	44.7	45.0	50.0	60.0
ISAT - Mathematics % of students meeting or exceeding state standards	92.2	93.0	95.0	97.0		**ISAT - Mathematics** % of students exceeding state standards	45.7	46.0	48.0	53.0
ISAT - Science % of students meeting or exceeding state standards	86.8	87.0	92.0	95.0		**ISAT - Science** % of students exceeding state standards	34.6	35.0	40.0	45.0

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.	• School currently uses data to drive instruction (DIBELS, MAP, ISAT, AIMSWeb, EWI, and classroom assessments) • Students are targeted for intervention based on data. We need to better define the desired growth/achievement targets • Theory of action includes: vertical alignment and building professional capacity- staff takes ownership of theory of action • Theory of action evolved after staff self assessed and identified key areas of weakness and strength. (Nov 18, '11 data: staff worked in grade levels, every grade identified a need for veritical alignment and prof. capacity as strategies that are lacking. Staff included 40 educators.) • Initially staff will need to become comfortable with change and practice programs with fidelity.	
	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 surveys staff to ensure that professional development meets teacher needs and is aligned with curriculum goals. (Principal pre-induction survey compiled June, 11, #1 area of training needed was behavior management (PBIS), implementation of this has been completed. Next areas of concern were the content areas concerns of Science (23 reporting a need and literacy 24 reporting a need. Need is determined to mean "additional material along with proper professional development and training to properly utilize material.) • Response from surveys are obtained and teachers are trained on how to achieve goals that work to fulfill the vision- materials are purchased to support implementation. • Principal helps build a stronger school-home relationship by having each teacher outline academics and maintain consistent communication vehicle from classroom to home and home to classroom (websites, newsletters, e-mail).	

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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	• Staff members have input in directing the future of the school and are involved in a minimum of 2 committees. • Collaborative decision making is practiced in committees and shared with staff. Once decisions are made, the entire school abides by the decision and follows the policy (for example: PBIS). • The ILT represents every teaching factor of the school; enrichment, grade bands, special education and bilingual. • ILT team members provide perspectives on school climate, history and traditions, they work with the principal and advise her on all topics relevant to the school. • Curricular decisions are made as a whole school. Teachers have input about the materials to be purchased and used. • Staff members write and receive grants. They collaborate with parent members who have that expertise in grant writing. • Teachers attend seminars and share out that knowledge.	

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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 Stone ILT consists of professionals representing all specializations within the building to ensure all perspectives are included in decisions. • The work of the team focuses on examining what has been done in the past, to help inform administration, and examining where our efforts and resources should be placed. • ILT members report back to the rest of the faculty information and decisions from the team. • Input is given to plans for professional development and team leads much of the school-wide sessions. Members have a solid knowledge base. • Team is crucial in developing long range goals • The ILT examines school-wide data, but needs to do so more often. • ILT is reflective, time structure needs improvement.	
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.	• Need to develop a more effective approach to analyze data to ensure progress is being made. • Data used to develop goals; interim benchmarks (assessment) need to be developed. • Teachers have been identified as "content area lead teachers" to act as resource/mentor/trainers.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**2**
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.	• Grade level teams have worked on quarterly plans, which have been implemented this year. Quarterly plans will serve as a basis for developing year-long plans in the future. • Teachers are becoming familiar with Common Core standards, and are transitioning from Illinois State Standards. • Staff has identified a need for backward mapping. • Instructional material is somewhat consistent horizontally. Vertical alignment is lacking in core content areas. There is a need for school-wide adoption in literacy and science curriculum. Teachers need to develop Common Core assessment and evaluation tools. • Structures are in place to support ELL and students with disabilities in alignment with the general education classroom.	
	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).	• There are materials for use in reading and math+Assessment. Incomplete material is available in science and social studies. The reading material that is available is inconsistently used throughout the grades as some teachers feel the series does not adequately challenge students. All special education and/or ELL students have access to the same text; however, there is a lack of material in all the native languages that are served.	

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.	• All teachers have access to data and have reviewed standardized testing in whole group. MAP data is also available, and analyzed at grade levels. • Non-standardized testing varies from teacher to teacher but lacks cohesion. • The school has a set of grading scale, teachers are allowed to assign weights to components related to the subject they teach. • Students with disabilities and ELL students providers work together to ensure that legal guidelines are followed. Grading for these students is collaborative.Instruction All providers have access to the requirements for the children they serve.	

Date Stamp November 22, 2012

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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.	• Assessment needs standardization • There is a need for more rubrics so that both students and parents clearly understand grade criteria. • Not all teachers engage in rigorous instruction, employing higher order thinking skills. • Most teachers do not differentiate instruction; whole group is most widely evidenced. There is a critical need for leveled materials to address common skills, along with a need for teacher training to use these materials. +Expectations	

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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.	• Intervention strategies have been developed to remediate students academically as well as behaviorally. • Intervention focus has primarily been on literacy, with a is a need to address math • Systematic approach to identify students in need has been implemented. A procedure is in place for monitoring and regrouping as needed.	
Whole staff professional development	-->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• The school has identified priorities and PD has been designed to focus on those areas. • The plan is flexible to incorporate district initiatives. • Teachers respond to surveys identifying what PD they need. They are also encouraged to attend outside seminars. Administration and Lead Teacher also outlines future initiatives and identifes a path to learn and become proficient in these areas.	

Professional Learning (vertical label)

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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 have been meeting in grade levels to develop quarterly plans which give focus to instruction and provide a vehicle for parental communication and involvement. • Teacher teams include all teachers regardless of discipline. All are accountable for student progress. • Teachers participate not only in grade level meetings, but also as committee members, such as literacy team, technology team, special education team, etc. Each team member participates to develop a framework for the entire school to follow.	
	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.	• Peer observation has just begun, with plans to develop more fully in the future. • There is a need for a more comprehensive New Teacher Induction support. • Few content areas have actual coaches to assist teachers in strengthening their skills. • Professional responsibilities needed to be realigned to meet the needs of the school.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**3**
DIMENSION 4:Climate and Culture	• 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	• School does an excellent job preparing students for high school by holding high schools fairs and informational meetings to inform parents regarding school options. • School offers a varied curriculum including Algebra Plus and Gifted Science. • Students visit local colleges and universities to familiarize themselves with future options.	
	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.	• There is a need to focus more intently on social/emotional student needs and helping deal with conflict, making friends, bullying and dealing with home issues. • Students and adults show respect to students with disabilities, different cultures and expression of ideas • Differences are shared, accepted, and celebrated (cultural and learning styles) • Students with disabilities are offered same opportunities as other students (inclusive) in all areas.	
	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.	• PBIS stresses positive/negative consequences depending on the action. • Learn from mistakes. • Action is undesirable, not the child. • Progressive discipline/Uniform Discipline Code. • Recognition for positive deeds and a value system is taught • Doors are locked and safety drills are practiced. • Teachers are welcoming to students and parents. • Stone is a welcoming community. Staff and parents work to make it that way, host events like new student orientation.	

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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.	• Quarterly plans inform parents what to expect in a particular grade. • Meetings are held to inform parents about options after students leave Stone • Need for more explanation about how grades are given so students and parents understand how grades are earned. • School scorecard shares much of this information for parents about how the school is performing	
	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.	• Websites and newsletters needs more work. • Parents are welcomed and encouraged to ask questions of teachers. • Expectations for how quickly teachers respond to concerns (48 hours) •In My Voice My School report, families & communities had insufficient data in 2011 yr to assess if this was a strength in the area of "Family and Community Ties over Time." For 2005-2009 time period, satisfaction rate declined from a high of 75 to a low 59. Staff, parents/com. identified a need to clearly communicate instructional expectations, align curriculum, provide clear	
	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.	• The school has regular evening events inviting parents in to see their children perform and participate in learning events (plays, concerts, musical, family reading nights, gallery walks, picnics, and various other events) • Parents have met in small groups with the principal to hear her ideas and share their own ideas and concerns • Each room has a room parent that assists with the communication to all parents • Informational meetings are held for students in upper grades to share options for students transitioning out of Stone	

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
6: College and Career Readiness Supports	***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.	• Students receive help beyond the class hours- staff goes above and beyond to assist and to educate them ensures rights are honored and legal requirements of services are met. • Faculty works hard to inform parents about their rights. • School works with outside agencies to meet students' additional needs (i.e. refugee center).	
	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.	• School prepares students for "better" high schools by offering information meetings and fairs • School offers a varied curriculum (Algebra & Gifted Science). • Students visit local colleges and universities to familiarize themselves with future options.	
	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.	• In addition to a fine academic program, Stone offers a well-rounded arts program which exposes students to a wide variety of vocations.	
	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.	• School offers both free and tuition based programs that address academic as well as social needs. • Access to extra-curricular activities is offered to the entire student body.	

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	*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 data shows 47.3% of students met the EXPLORE College Readiness benchmark in reading. The goal for Stone is to achieve 50, 52 and 54 in subsequent years. This supports our plan to develop new strategies in the area of literacy to achieve these measures.	
	College & Career Admissions and Affordability	--->		**2**
	• 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	--->		**4**
	• 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.	• Teachers and staff work continuously to inform both students and parents of student progress. This insures that students receive timely interventions. • Teachers make themselves available, even at off hours, to communicate with parents about student academic and social well-being. Teachers offer extended time beyond school hours to mentor/tutor students who request help.	

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**
DIMENSION 7: Resource Alignment	• 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.	• Priorities are identified and an inventory is taken of resources on hand that will support them. Samples are obtained and previewed by staff. Once a consensus is achieved, appropriate resources are allocated. • Both staff and parent committees actively pursue grant opportunities to maximize financial resources. • Limited differentiated materials are on hand to insure the success of every child.	
	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.	• Consideration is first given to the needs of the school as a whole. After reviewing student performance and teacher credentialing, needs are identified. • Profiles are created as to "best fit." • Once profile is articulated, committee is formed to review applications and interview candidates. Criteria considers both content knowledge and educational philosophy. • Stone serves as a training ground and hosts many student teachers throughout the year.	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• Grade-level and committee teams have common preparation time. • A block of time is designated for intervention and enrichment which includes all students.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Stone Scholastic Academy's mission is to create a community of lifelong learners, reflective and empathetic people prepared to make contributions to a global society in the 21st century.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned science instruction supported by high quality text for students in grades K-8.	Stone lacks a cohesive, differentiated curriculum to address the needs of all students. The science material that is being used is not being implemented with fidelity, and inconsistent instruction is being delivered horizontally and vertically. By vertically aligning the curriculum and providing more differentiated resources, we can teach common skills and address individual student needs through text complexity. ISAT trend data indicates that science scores have been stagnet over the last 4 years, ranging from 87%-91% M/E (34.6% exceeds).
2	Teachers deliver Common Core aligned literacy instruction supported by high quality text for students in grades K-8.	Stone lacks a cohesive, differentiated curriculum to address the needs of all students. The literacy material that is being used is not being implemented with fidelity, and inconsistent instruction is being delivered horizontally and vertically. By vertically aligning the curriculum and providing more differentiated resources, we can teach common skills and address individual student needs through text complexity. ISAT trend data indicates that reading scores have been stagnet over the last 4 years, leveling out at 90% M/E (44.7% exceeds).

3	Stone will build/strengthen teacher capacity by having teachers participate in and implement targeted Science and Literacy professional development.	Identification for this priority is based on various factors. Although our Professional Learning community ranks high, this is more of an indication of what teachers have been doing. They are open and willingly volutneer their time to explore new teaching strategies. However, the weakness is in the curriculum. Due to the fact that we do not have a unified curriculum, there is too much inconsistency. Teachers will now implement common curriculum, both in literacy and science. They will now participate in the same training, at different grade levels, but centered around a spiraling curriculum. They will participate in backward mapping, and share out this information not only with colleagues, but with parents as well in an effort to strengthen the home/school connection.
4	Optional	
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
Teachers deliver Common Core aligned science instruction supported by high quality text for students in grades K-8.	Stone lacks a cohesive, differentiated curriculum to address the needs of all students. The science material that is being used is not being implemented with fidelity, and inconsistent instruction is being delivered horizontally and vertically. By vertically aligning the curriculum and providing more differentiated resources, we can teach common skills and address individual student needs through text complexity. ISAT trend data indicates that

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct inventory of current material used in science instruction by grade level to determine resource deficincy	Instruction	All	ILT	Summer 2012			
Analyze test data (NWEA/ISAT) to determine student strength/weakness within two weeks of report availablity (individual teacher/grade levels)	Instruction	All	Teachers	On-going			
Determine deficit areas in instructional material, matching to student deficits	Instructional Materials	All	Teachers	Summer 2012			
Research available science material and identify proper instructional material for purpose, level	Instructional Materials	All	Science Lead	Summer 2012			
Identify and purchase additional literacy materials that will support topics to be covered in science.	Instructional Materials	All	Science Committee/ILT	On-going			
Backward mapping of each grade level science curriculum by teachers in quarterly installments	Instruction	All	Teachers	On-going			
Strengthen home/school connection by having teachers responsible for science communicate objectives and suggestions for enrichment via newsletter, website, and quarterly overviews.	Parental Involvement	All	Teachers	Quarter 1			
Identify one staff member for K-5 and another for 6-8 who will be responsible for maintaining inventory and submitting requests for replacement materials on a quarterly basis.	Instructional Materials	All	Science Teachers	Quarter 1			
Each grade will take at least one science focused field trip a year.	Instruction	All	Teachers	On-going			
100% percent of students will participate in either an individual or class science fair project. (annual)	Instruction	All	Teachers	On-going			

Strategic Priority 1

Departmentalized science and literacy teachers will collaborate to intergrate science and literacy instruction through novel study. There will be a minimum of one novel study per semester.	Instruction	All	Literacy and Science	On-going			
Purchase science related reading materials for enrichment and differentiation purposes. Maintain inventory, replenish and supplement resources annually.	Instruction	All	Teachers	On-going			

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned literacy instruction supported by high quality text for students in grades K-8.	Stone lacks a cohesive, differentiated curriculum to address the needs of all students. The literacy material that is being used is not being implemented with fidelity, and inconsistent instruction is being delivered horizontally and vertically. By vertically aligning the curriculum and providing more differentiated resources, we can teach common skills and address individual student needs through text complexity. ISAT trend data indicates that

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct inventory of current literacy material (basal and supplemental text), classroom libraries, school library.	ILT/ Teacher Teams	All	ILT, Teachers	Summer 2012			
Analyze test data (DIBELS/NWEA/ISAT) to determine student strength/weakness	Instruction	All	ILT, Teachers	On-going			
Determine deficit areas in instructional material, matching to student deficits	Instructional Materials	All	ILT, Teachers	On-going			
Research available literacy material and identify proper instructional material for purchase. (Quarterly)	Instructional Materials	All	Principal/AP/LLT	On-going			
Identify and purchase additional literacy materials that will support cross curricular topics	Instructional Materials	All	Teachers, Principal	On-going			
Backward mapping of each grade level literacy curriculum: Mapping will be complete each quarter	Instruction	All	ILT, Teachers	On-going			
Integrate writing assignments in all curricular areas	Instruction	All	Teachers	On-going			
Common Core standards replace Illinois State Standards in all literary planning and reflect in lesson plans and units submitted weekly	Instruction	All	Teachers	On-going			
Strengthen home/school connection by having language arts teachers communicate objectives and suggestions for enrichment via newsletter, website, and quarterly overviews.	Parental Involvement	All	Teachers	Quarter 1			
Departmentalized science and literacy teachers will collaborate to intergrate science and literacy instruction through novel study. Projects will be a minimum of one per semester.	Instruction	All	Literacy and Science	On-going			

Strategic Priority 2

All students participate in a Young Authors project either network or school sponsored. (annual)	Instruction	All	LLT, Librarian and Classroom teachers	On-going			
Visiting authors to inspire students to write themselves and improve writing proficiency. (Quarterly)	Instruction	All	Librarian	On-going			
Adopt school-wide writing curriculum after investigate measures potential programs have been investigated. (K-8)	Instruction	All	ILT, Teachers	Year 2			
All ELL students will be supplied with identical resources as the general education population. They will receive additional supplemental materials that are focused on meeting unique needs. (Quarterly requests)	Instruction	English Language Learners	Principal/AP/LLT	On-going			
All Special Education students will be supplied with identical resources as the general education population. They will receive additional supplemental materials that are focused on meeting unique needs. (Quarterly requests)	Instruction	Students With Disabilities	Principal/AP/LLT	On-going			
ELL support staff will collaborate with gen. ed. Teachers at least 2x per month to provide appropriate scaffolded lessons	Instruction	English Language Learners	Teachers, BLT	On-going			
Sp. Ed. support staff will collaborate with gen. ed. Teachers at least 2x per month to insure modifications/accommodations are complied with	Instruction	Students With Disabilities	Teachers, Counselor	On-going			

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
Stone will build/strengthen teacher capacity by having teachers participate in and implement targeted Science and Literacy professional development.	Identification for this priority is based on various factors. Although our Professional Learning community ranks high, this is more of an indication of what teachers have been doing. They are open and willingly volunteer their time to explore new teaching strategies. However, the weakness is in the curriculum. Due to the fact that we do not have a unified curriculum, there is too much inconsistency. Teachers will now implement common

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Investigate common approaches to the teaching of reading and writing, customizing it across grade levels, and determining a common language. Teachers meet in grade levels two times a month to discuss literacy instruction and monthly with other grade levels to work on vertical alignment.	Professional Development	All	Teachers	On-going			
Indentify training sources for teacher professional development related to science curriculum adoption	Professional Development	All	Teachers	Summer 2012			
Workshops to develop proficiency understanding and implementing Common Core standards both internal to CPS and external, heavy emphasis summer 2012, and work through out the year to unpack the standards.	Professional Development	All	Teachers	On-going			
Provide opportunities for peer observation in science and literacy instruction quarterly, both internally and at other schools where performance has been identified as models.	Instruction	All	Teachers	Quarter 1			
Full implementation of Daily 5 and Café teaching approach (literacy) in all K-5 classrooms by first semester end.	Instruction	All	Teachers Grades K-5	Quarter 1			
Professional development in technology to integrate across curriculum, with an emphasis on literacy as guided by the technology plan developed by the technology committee. Sessions held on a monthly basis.	Professional Development	All	Teachers	On-going			

Strategic Priority 3

Professional development related to properly aligning curriculum across grade levels and bands, and how to develop an effective backward mapped curriculum. Backward mapping will be done on a quarterly basis, results will be shared with all teachers and parents of students at appropriate grade levels. Revisions will be completed as needed.	Professional Development	All	Teachers	Summer 2012			
Teachers participate in one professional book club a semester. Topics wil focus on backward mapping, universal design, Common Core, or District priorities.	Professional Development	All	Teachers	On-going			
Survey teachers about professional development deficits to ensure that needs are met and to improve teacher competency. Provide pre and post surveys to be given at the beginning and end of year to determine effectiveness of professional development.	Professional Development	All	ILT	Summer 2012			
Secure resources (either consultant, in-house, district, external) to provide needed training.	Professional Development	All	ILT	On-going			
Monthly collaboration time used for grade-level planning, committee meetings, and special projects.	ILT/ Teacher Teams	All	Teachers	On-going			
Provide one specific professional development session a semester related to best practice to meet the needs of ELL students.	Professional Development	English Language Learners	BLT	On-going			
Provide one specific professional development session a semester related to best practice to meet the needs of students with disabilities.	Professional Development	Students With Disabilities	Counselor	On-going			

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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