Enrico Tonti Elementary School

Midway Elementary Network

5815 S Homan Ave Chicago, IL 60629

ISBE ID: 150162990252488

School ID: 610203

Oracle ID: 25631

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Tonti School will establish a partnership between parents, students, teachers, and community members. Together we will provide a safe and nurturing environment that fosters the development of life-long learners who are self-motivated, inquisitive, creative, ethical, and responsible College and Career Ready citizens.
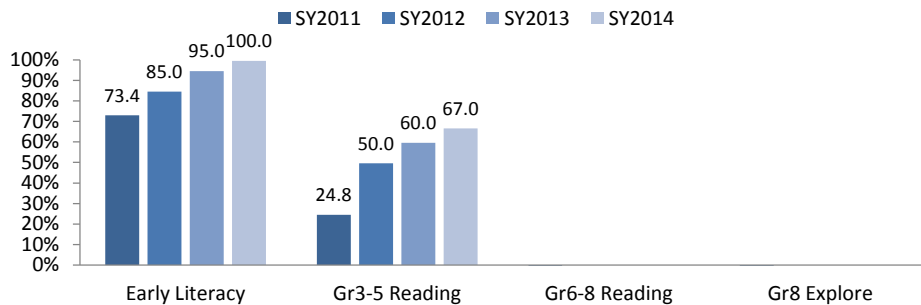
Tonti School's vision is to promote academic excellence, self-confidence, multi-cultural awareness and team building. Through the use of data analysis, collaboration, and a rigorous curriculum enhanced by the arts and sciences, students will leave Tonti prepared to seek and take advantage of the opportunities available to them in their academic lives and beyond.
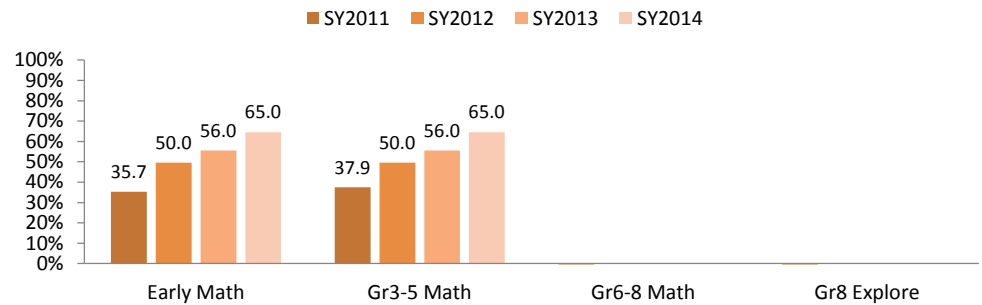
Strategic Priorities

1. Tonti School students will be provided with rigorous reading instruction that will help them exceed in their grade level and be college and career ready.

2. Tonti School students will be provided with rigorous math and science instruction that will help them exceed in their grade level and be college and career ready.

3. Tonti School students will be provided with opportunities to develop their technological and artistic skills to enable them to become competitive and self confident individuals.

4. Tonti School will engage parents and community through a variety of opportunities that will help them develop important skills, be involved in their children's education, and contribute to the improvement of our school's positive and welcoming atmosphere.

5. Tonti School students will be provided with opportunities to develop physical, social and emotional health in order to enable them to become responsible, ethical citizens.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 73.4, 85.0, 95.0, 100.0
- Gr3-5 Reading: 24.8, 50.0, 60.0, 67.0
- Gr6-8 Reading:
- Gr8 Explore:

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 35.7, 50.0, 56.0, 65.0
- Gr3-5 Math: 37.9, 50.0, 56.0, 65.0
- Gr6-8 Math:
- Gr8 Explore:

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Enrico Tonti 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
Gerardo Arriaga	Principal
Sergio Ramirez	Assistant Principal
Rosa Vazquez	Lead/ Resource Teacher
Dellanira Cahue	Lead/ Resource Teacher
Kristen Derenthal	Classroom Teacher
Colleen Nelsen	Classroom Teacher
Courtney Hogan	Classroom Teacher
Manuela Diyarza	ELL Teacher
Bryan Fleischhacker	Classroom Teacher
Monica Alamo	Special Education Faculty
Ashley Matulaitis	Classroom Teacher
Gloria Melecio	LSC 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	73.4	85.0	95.0	100.0	**Early Math** % of students at Benchmark on mClass	35.7	50.0	56.0	65.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.8	50.0	60.0	67.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.9	50.0	56.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.9	60.0	70.0	77.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.5	65.0	72.0	80.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			

8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				**Explore - Math** % of students at college readiness benchmark	NDA			

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	95.8	97.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	2.1	1.0	0.5	0.5

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	57.0	75.0	85.0	90.0		**ISAT - Reading** % of students exceeding state standards	13.0	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.4	90.0	95.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	17.5	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	66.7	75.0	85.0	90.0		**ISAT - Science** % of students exceeding state standards	8.8	20.0	25.0	30.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action** -->			**4**
	• 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.	Tonti School has established clear, measurable goals for students in Reading and Math. These goals are based on data and were developed with input from teachers at all grade levels. They are designed to address the needs of all students and support them in exceeding grade level standards and goals. Conflicting goals are not present.	
	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 keeps faculty informed about new innitiatives and involved in the decision making. Through weekly Grade Level Meetings and faculty meetings, he has built a collaborative learning system that supports the vision of the school and has helped create a professional learning community. He is supportive to the members of the faculty and reaches out to address the particular professional development needs of each faculty member (Bilingual, SPED, etc.) He adopted a proactive role in implementing the new Common Core Standards and engaged our school in the process of establishing a College and Career Ready curriculum by becoming an Early Adopter of the CCSS. He has been able to create a learning community by keping his open door policy for parents and by keeping parents informed of the school's academic performance during LSC, PAC, and BAC meetings and other community events.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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	Principal has established a culture of data analysis and accountability with teachers' collaboration and empowerment to make instructional decisions. He has developed a fully integrated RtI system that has made a great difference in our school as we work to meet our students individual acedemic needs. We have an ILT that meets regularly, attends Network PD and meetings, and keeps the rest of the faculty informed. Teachers are provided with opportunities to take leadership roles in the different school committees and teams (Grade Level Chair, Data Team, PPLC, RtI Team, Science and Math Team, Literacy Team, etc.). Teachers and community had a voice in the decision making and on the development of the CIWP, school's goals and priorities, and professional development needs.	

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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	Our ILT Meets at least once a month to analyze qualitative and quantitave data. We develop action plans and set goals based on the district's and school's assessments results. Our ILT members are also very active in the district's CCSS implementation as they are part of the leadership teams that are in charge of developing Performance Assesments and Units based on the new standards. The ILT members were selected based on their expertise on literacy, mathematical, and science needs of the students. We need to develop a system that supports more co-teaching and peer observation/visitation.	
Monitoring and adjusting		-->	**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Our grade level teams analyze data weekly as they develop common lesson plans and assessments. They were provided with a Data Binder where assessment reports are maintained and records of student progress are kept for reference as new instructional decisions are made. The principal has established a system of weekly assessments reports that the administrative team collects to monitor the students' progress.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Tonti school is an Early Adopter school that has committed to the implementation of the Common Core standards through the development of units based on the CCSS. All our teachers have beed part of the grade release working sessions where they have developed Units of Study that integrate all subjects, introduce complex text, and expose the students to higher levels of academic content and thinking. Our bilingual and special education teachers have been active participants in the process and have been part of the development of units of study, peformance assessments, and curriculum maps that have been implemented at each grade level.	
	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).	We have been able to acquire grade level appropriate novel sets and non-fiction text that we use during our literacy instruction, including Scholastics Magazines, Time Magazine for Children and leveled readers that we use for Guided Reading. Our goal is to purchase more materials that are aligned to the Common Core Standards. We also need more Tier III materials that will help us improve our RtI program of interventions.	

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.	Our school completes all required diagnostic, formative and summative assessments provided by the district. Grade levels also develop peformance assessments collaboratevely. They analyze student's work and results to reteach and provide interventions. Our ILT analyses assessment results and data periodically and shares the information at grade level meetings to help them make instructional decisions. We feel that overassessment is a big concern. We hope to have no more that 4 asssessments throughout the year that will inform us about student's progress and help us align our instruction to the Common Core Standards.	

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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.	By being an early Adopter school, we are on our path towards more effective alignment of curriculum and use of rigorous questioning to elicit higher order thinking. Through mini-lessons, shared reading, and guided reading, we guide our students thinking as we read different types of text to help them become independent readers. We provide our students with opportunities to interact in small groups, literature circles, literacy centers, and peer reading. Teachers constantly use DIBELS and Scantron data to organize their small groups for guided reading and for conferencing. Teachers plan their daily Lesson plans based on the Common Core standards for Reading and Math. They use the units developed during the grade release days with the early adaopters, and they will continue developing units that will be used next year following the format learned during these release days.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• 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.	Our school completes all required diagnostic, formative and summative assessments provided by the district. We use progress monitoring in the primary grades to provide Tier II interventions to students who fall behind their classmates. Grade levels also develop weekly assessments collaboratevely to monitor the impact of their instruction on their students learning. Our RtI team meets biweekly to analize the students' data and develop action plans and interventions for Tier III students, which are implemented methodically by our two interventionists, SPED, and ELL teachers using pull-out, push-in, or co-teaching strategies. We have implemented a comprehensive RtI sytem that provides teachers with the tools to idenify, target, monitor the progress of students in Tiers II and III.	
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.	Tonti School teachers have participated in year-long training on developing units and performance assessments through the Early Adopters. Thanks to this participation, our teachers feel that they are better prepared to align their units of instruction and assessments to the Common Core Standards and to the upcoming PARCC assessment. Our teachers have also received professional development on effective interventions to help their Tear II and Tier III students when in their classrooms, as well as on the impact of effective co-teaching in classrooms with SPED and ELL students. Tonti School teachers decide, in collaboration with administrators,	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Our teachers meet weekly during grade level meetings. They discuss instructional matters and make currculum decisions based on assessments and data. They also meet after school to develop lesson plans and units of study. These meetings are usually scheduled in advance providing administrators with agendas. Teacher teams use protocols recommended in the performance management manual provided by CPS. Our special education and bilingual teachers are always included in these meetings and participate in the instructional decisions made. We have established an RtI system that meets periodically to review interventions and students' progress. Interventions are provided by two interventionists that we were able to pay for during year 2011-2012 and hope to maintain this year.	
	Instructional coaching	-->		**4**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Our teachers receive individual support and assistance as needed. Teacher leaders who have expertice on balanced literacy or math strategies have provided PD and allowed for their colleagues to visit their classrooms to learn about effective practices. Administrators, lead teachers and chairpersons have participated in schoolwide walkthroughs to collect data and ensure a consistant implementation of innitiatives and PD. New teachers receive mentoring through the New Teacher Center. We need to assign new teachers a mentor that has experience on the school's and grade level's curriculum expectations and are willing to share their expertice. Principal and vice principal provide teachers with helpful instructional advice after classroom visits for formative and evaluative purpose.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**4**
	• 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	Our teachers use every opportunity they have during their daily instruction to engage their students in academic talk and in writing about text that they read. All our classrooms have established small groups where students share their opinions with their peers and their teachers as they read interesting informational text, novels, and short stories. Through active participation in the analysis and discussions of the complex text that they read, our students will acquire the skills necessary to compete in higher grades, High School, and College, and be successful individuals. Tonti School teachers have received Professional Development on unpacking and teaching	
	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.	Through the use of PBIS, Tonti School has established a positive learning athmosphere that is conducive and inviting to learning. Our students feel welcome and safe the moment they walk in the building every morning. All the adults in the school take responsibility for every child in the building, and understand that their main role in the school is to nourish and model good behavior and hard work. Our school has become an inviting place in the southwest community where students are challenged academically, socially, emotionally, and become independent well informed individuals. Students individual differences and cultural traits are respected and celebrated through school events and celebrartions. Our school has very few incidences of disrespect and misbehavior. Nonetheless, every occasional discipline problem is treated with the	
	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.	Through the use of PBIS our school has established a positive behavior approach that recognizes and rewards good behavior. Our system of rewards motivates students to display respectful, responsible, and display safe behaviors.	

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Typical School	Effective School	Evidence	Evaluation
Expectations		-->	4
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal has constant communication with parents and families and communicates the progress of the school during LSC, PAC, and BAC meetings. He also takes advantage of other community events to provide parents with relevant information about school and district innitiatives and changes. The school also provides students and parents with a Student Handbook that informs them about the school expectations and important details about the grading system used. Teachers of every grade level hold Open House days at school to introduce themselves to the parents and to set expectations for the school year. The school maintains good communication with schools around the area to provide the students and their parents with information they	
Ongoing communication		-->	3
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers provide parents with many opportunities to learn about the expectations set for their children by the CCSS at each grade level. They provide reading, writing, and math workshops for parents during the year for them to assist their children at home in those subjects. Parents are also provided with resources, manipulatives, books, and many ideas that they take home to work with their children after school or during intercessions.	
Bonding		-->	4
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Our school has yearly Literacy and Science Weeks where our parents participate and become involved in reading and learning with their children. Although we are not required since we are only K-5, we hold an annual Science Fair where all our students and their parents get to see the exhibits of science experiments created by students in kindergarten through fifth grades. We also have a Talent Show, a Band Concert, a Mother's Day assembly, and an art exhibition where our students display the work done throughout the year.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	We have partnered with Metropolitan Family Services to bring counseling and guidance opportunities for our families who need them. Our Family and Community Representative, as well as our Social Worker visit families whose children have chronic absences or require the assistance of the school to resolve family crisis. We have applied to partner with the Communities in Schools to bring more	
College & Career Exploration and election	-->		**4**
• 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.	Our students in K-5 are exposed to a variety of Art, Music, Science, and Reading programs that are helping them develop skills and talents that they will need as they become teenagers and transition to the Middle School. Our teachers provide their students with higher order thinking text and questions that relate to a variety of	
Academic Planning	-->		**4**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	As we develop and implement our CCSS aligned units, we have made it a priority to expose our students to a variety of texts and information that is relevent to their lives and their academic needs. Through the integration of subjects in those units, students learn about the accomplishments and the lives of historical, scientific, and political charcters that have made a difference in the American and world history, and in particular in the history of the city of Chicago.	
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.	Our school has applied and obtained grants that have made it possible for us to offer after school and summer oportunities to our students. We received $26,000 last year from ASAS that we used pay for programs such as violin, dance, cooking, comics, book making,	

(left vertical label) **N 6: College and Career Readiness Supports**

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	*College & Career Assessments*	-->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	DOES NOT APPLY TO TONTI SCHOOL	
	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.	DOES NOT APPLY TO TONTI SCHOOL	
	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.	Yearly, before the end of May, each grade level works in organizing the students for their next grade level. Our system ensures that the students know what teacher and classroom they have been assigned to for their next school year, and that classrooms are ready on the first day of school in August. We have implemented a departamentalized program in 5th grade that helps our students transition to their Middle School.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**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.	Tonti School has set priorities based on the data and results of students' academic performance as well as their physical and emotional needs. We constantly look for ways to obtain services and extracurricular opportunities for our students and parents. We allocate our resources on positions to provide interventions, reduce class size to reach students better, and assist with students' individual needs, interventions, enrichment, and CCSS aligned materials.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	After a meticulous selection of teachers and school personal during the last 3 years, the Principal has been able to put together a strong and well qualified faculty and staff team. Interviews are conducted carefully and visits to schools where the candidates have taugth previously are conducted to ensure the new teachers fit well into the teams. Teachers are encouraged to continue growing professionally in the areas of need, such as literacy, mathematics and science. Our school organization shows the strategic assignment of classrooms based on certification and qualifications.	
	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.	Our full day schedule was carefully developed to provide our teachers and students with a productive use of their day. We followed the guidelines and recommendations, but we also added some innovative ideas, such as the Block Schedule for our special classes that will give resource teachers the opportunity to teach units of study as they will see their students in a more consistant way. Our teachers will meet weekly in grade level meetings that will help them plan instruction collaboratevely. Our schedule will also allow for a period of interventions and	

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

Tonti School will establish a partnership between parents, students, teachers, and community members. Together we will provide a safe and nurturing environment that fosters the development of life-long learners who are self-motivated, inquisitive, creative, ethical, and responsible College and Career Ready citizens.

Tonti School's vision is to promote academic excellence, self-confidence, multi-cultural awareness and team building. Through the use of data analysis, collaboration, and a rigorous curriculum enhanced by the arts and sciences, students will leave Tonti prepared to seek and take advantage of the opportunities available to them in their academic lives and beyond.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Tonti School students will be provided with rigorous reading instruction that will help them exceed in their grade level and be college and career ready.	We will increase achievement in reading through the use of a balanced literacy program including complex text and units of study aligned to the Common Core standards, guided reading, differentiated instruction, Writer's Workshop, and Performance Assessments developed that will guide our instruction.
2	Tonti School students will be provided with rigorous math and science instruction that will help them exceed in their grade level and be college and career ready.	Increase achievement in Math through the use of the Everyday Mathematics curiculum supplemented with Common Core aligned materials, manipulatives, extended response Math Jounals, and technology.
3	Tonti School students will be provided with opportunities to develop their technological and artistic skills to enable them to become competitive and self confident individuals.	Increase the development of students' interests and skills by providing opportunities for participation in academic competitions as well as sports and art-related activities.
4	Tonti School will engage parents and community through a variety of opportunities that will help them develop important skills, be involved in their children's education, and contribute to the improvement of our school's positive and welcoming atmosphere.	Strenghten parents' ability to support education in the home by providing opportunities to participate in school activitiesthat enhance their skills and understanding of school expectations.
5	Tonti School students will be provided with opportunities to develop physical, social and emotional health in order to enable them to become responsible, ethical citizens.	Increase the students awareness of the importance of health and wellness to perform well in all aspects of their academic life.

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
Tonti School students will be provided with rigorous reading instruction that will help them exceed in their grade level and be college and career ready.	We will increase achievement in reading through the use of a balanced literacy program including complex text and units of study aligned to the Common Core standards, guided reading, differentiated instruction, Writer's Workshop, and Performance Assessments developed that will guide our instruction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Non Fiction for Reading Units English & Spanish	Instruction	All	Arriaga	Quarter 1			
Read 180	Instruction	All	Arriaga	Quarter 1			
Supplies for reading (Journal Notebooks, Starfall Journals, chart	Instruction	All	Ramirez	Quarter 1			
Scholastics Magazines	Instruction	All	Cahue	Quarter 1			
Story Town Workbooks	Instruction	All	Vazquez	Quarter 1			
Avenues Workbooks	Instruction	English Language Learners	Cahue	Quarter 1			
Library Supplies	Instructional Materials		Auld	Quarter 2			
Technology to support reading	Equipment/ Technology	All	Alba	Quarter 2			
Tier III Materials	Instructional Materials	Other student group	Fleischhacker	Quarter 1			
Field Trips to suport Reading and writing	Other	All	Arriaga	Quarter 3			
PD on RtI	Professional Development	All	Arriaga	Quarter 1			
PD for Reading, Bilingual and SPED teachers-All grades	Professional Development	English Language Learners	BLT	Quarter 2			
Reading A-Z	Instructional Materials	All	Vazquez	Quarter 3			
Accelerated Reader	Equipment/ Technology	All	ALba	Quarter 4			
Classroom Libraries	Instructional Materials	All	Vazquez	Quarter 1			
Incentives for Reading	Supplies	All	Centeno	On-going			

Strategic Priority 1

Reading in Motion	Instructional Materials	Other student group	Arriaga	On-going			
Spanish Language Instruction	After School/ Extended Day	All	Frausto	Quarter 2			
Library Software	Equipment/ Technology	All	Auld	Quarter 1			
Admissions and Transportation	Instruction	All	Centeno	On-going			
High interest reading materials for SPED students and lower level readers.	Instruction	Students With Disabilities	Alamo	Quarter 1			
Professional Development for SPED teachers	Professional Development	Students With Disabilities	Alamo	On-going			
Listening Centers for primary classrooms	Equipment/ Technology	All	Centeno	Quarter 1			
PD on Writing to address the Common Core	Professional Development	All	Vazquez	Quarter 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
Tonti School students will be provided with rigorous math and science instruction that will help them exceed in their grade level and be college and career ready.	Increase achievement in Math through the use of the Everyday Mathematics curiculum supplemented with Common Core aligned materials, manipulatives, extended response Math Jounals, and technology.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Field Trips to support Science	Instruction	All	Arriaga	Quarter 3			
Everyday Math Workbooks	Instruction	All	Ramirez	Quarter 1			
Software (E-Suite, First in Math, etc.)	Instruction	All	Ramirez	Quarter 1			
FOSS kits/supplements	Instruction	All	Ramirez	Quarter 1			
PD for Math	Professional Development	All	Arriaga	Quarter 2			
Supplies for Math (Chart Paper, manipulatives, calculators)	Instruction	All	Ramirez	Quarter 1			
PD for Science	Professional Development	All	Arriaga	Quarter 1			
Supplies for science	Instruction	All	Ramirez	Quarter 1			
Admissions and Transportation	Instruction	All	Arriaga	Quarter 3			

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
Tonti School students will be provided with opportunities to develop their technological and artistic skills to enable them to become competitive and self confident individuals.	Increase the development of students' interests and skills by providing opportunities for participation in academic competitions as well as sports and art-related activities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Art Supplies	Supplies	All	Magada	Quarter 1			
Music Supplies	Supplies	All	White	Quarter 2			
Recess Supplies	Supplies	All	Cahue	Quarter 1			
ASAS Shared amount	After School/ Extended Day	All	Zigulich	Quarter 1			
Student Handbooks	Supplies	All	Ramirez	Quarter 1			
Transportation/Sports	After School/ Extended Day	All	Centeno	On-going			
Reading Week	Supplies		Arriaga	Quarter 2			
A.R.T.	After School/ Extended Day	All	Ramirez	On-going			
Childrens Choir	After School/ Extended Day	All	White	On-going			
YMCA swimming	After School/ Extended Day	All	Zigulich	Quarter 2			
Social Studies Resources (Maps, globes, software)	Instruction	All	Fleischhacker	Quarter 1			
Headphones	Instruction	All	Alba	Quarter 1			
Thropies and awards for sports teams	Other	All	Acevedo	Quarter 4			
Music PD for teachers	Professional Development	All	White	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
Tonti School will engage parents and community through a variety of opportunities that will help them develop important skills, be involved in their children's education, and contribute to the improvement of our school's positive and welcoming atmosphere.	Strenghten parents' ability to support education in the home by providing opportunities to participate in school activitiesthat enhance their skills and understanding of school expectations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
GED	Parental Involvement	All	Arriaga	On-going			
ESL	Parental Involvement	All	Arriaga	On-going			
Computers	Parental Involvement	All	Arriaga	On-going			
Food Supplies	Parental Involvement	All	Arriaga	On-going			
Admissions	Parental Involvement	All	Arriaga	Quarter 4			
supplies for Parents	Supplies	All	Arriaga	On-going			

Strategic Priority 4

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Enrico Tonti Elementary School

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Strategic Priority 5

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

Strategic Priority Description	Rationale
Tonti School students will be provided with opportunities to develop physical, social and emotional health in order to enable them to become responsible, ethical citizens.	Increase the students awareness of the importance of health and wellness to perform well in all aspects of their academic life.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Chicago Run	After School/ Extended Day	All	Zigulich	On-going			
Health Supplies	Instructional Materials	All	Zigulich	Quarter 1			
Positive Behavior incentives	Supplies	All	Auld	On-going			
Professional Development on Children's Healthy Habits	Professional Development	All	Zigulich	On-going			
Admissions and Transportation	Other	All	Centeno	On-going			
Incentives for Attendance	Other	All	Centeno	On-going			
Professional Development on PBIS	Professional Development	All	Arriaga	Quarter 1			

Strategic Priority 5