



# Alessandro Volta Elementary School



## 2012-2014 Continuous Improvement Work Plan

O'Hare Elementary Network  
4950 N Avers Ave Chicago, IL 60625  
ISBE ID: 150162990252494  
School ID: 610209  
Oracle ID: 25681

### Mission Statement

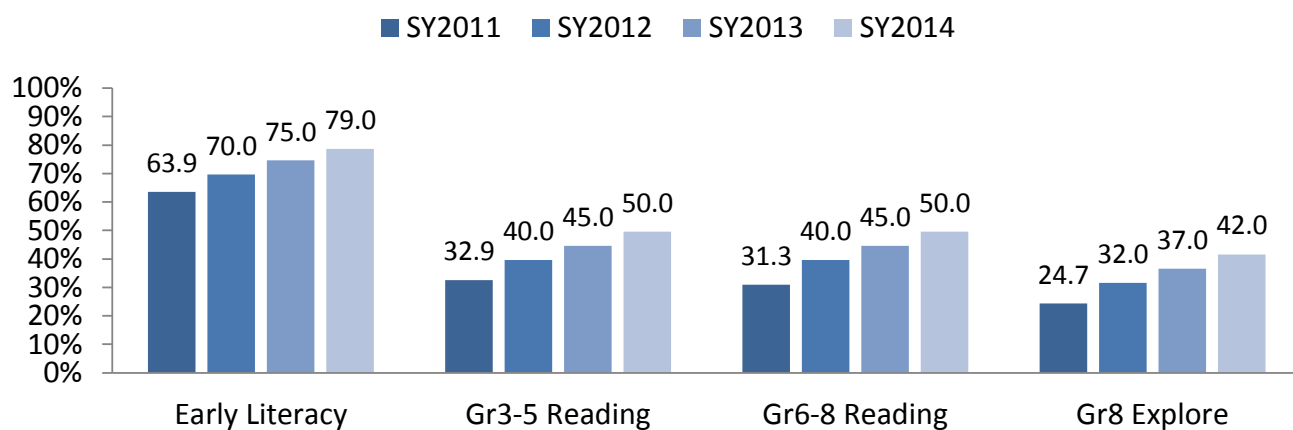
Alessandro Volta's mission is to close the achievement gap by providing high-quality instruction aligned to the Common Core State Standards that will prepare our students for college, careers and the global work force. It is our mission to prepare students to be responsible citizens and leaders who are tolerant of diverse perspectives and can communicate, think critically and problem solve.

### Strategic Priorities

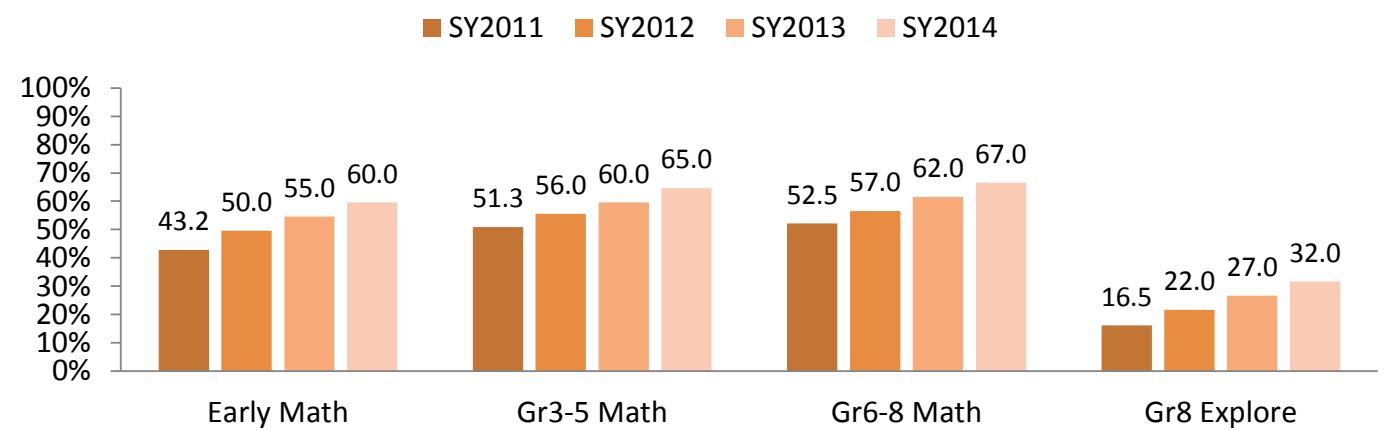
1. Volta's priority is to improve instruction for all learners through high-quality instruction and curriculum aligned to the Common Core State Standards in literacy/reading.
2. Volta's priority is to provide high-quality instruction and curriculum aligned to the Common Core State Standards in math.
3. Teachers and staff will effectively use PBIS - Volta CARES (Citizenship, Accountability, Respect, Excellence and Safety) as part of the whole school positive behavior support model to maintain and sustain a positive school culture with universal expectations in all environments. Volta's Extended School Priority foci are to provide

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# 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](http://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:	Alessandro Volta 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
Ted Johnson	Principal
David Ichishita	Assistant Principal
Raynell Walls	Assistant Principal
Naseem Umar	Lead/ Resource Teacher
Guadalupe Sandoval	Lead/ Resource Teacher
Astrid Thepsiree	Lead/ Resource Teacher
Pamela Steinberg	Special Education Faculty
Kathy Talan	Classroom Teacher
Kimberly Wolowicz	Classroom Teacher
Rosalinda Velazquez	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	63.9	70.0	75.0	79.0		<b>Early Math</b> % of students at Benchmark on mClass	43.2	50.0	55.0	60.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	32.9	40.0	45.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	51.3	56.0	60.0	65.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.7	56.0	62.0	67.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	70.0	73.0	78.0	83.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	31.3	40.0	45.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	52.5	57.0	62.0	67.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	57.6	61.0	66.0	70.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	59.8	63.0	68.0	73.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	24.7	32.0	37.0	42.0		<b>Explore - Math</b> % of students at college readiness benchmark	16.5	22.0	27.0	32.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	96.4	96.5	96.6	96.7					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	22.5	18.5	16.5	14.5

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	66.2	70.0	75.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	14.2	16.0	18.0	20.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	79.0	83.0	87.0	91.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	19.9	23.0	27.0	30.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.9	67.0	71.0	75.0		<b>ISAT - Science</b> % of students exceeding state standards	9.3	12.0	15.0	18.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>*According to the 2011 CCSR survey, Volta's overall leadership is strong.</li> <li>* The administration and ILT has worked with the O'Hare Network leadership team to establish specific literacy, math, EXPLORE and science priority goals. The administration meets bi-weekly to analyze data and identify classrooms/students who are not being assessed with fidelity. The administrators, ILT and teachers utilize these data sets to provide instructional supports more effectively. "Rock Star" status assigned to goal-setting identifies teacher leaders who serve as mentors for colleagues.</li> <li>* The ILT and staff are working to establish a clear theory of action</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>*The principal and administrative team conduct formal and informal observations using pre-conference and post-conference follow-ups to guide future professional learning to meet individual teacher needs and support students' learning needs.</li> <li>*The principal uses the ILT as a representative body to set the goal, vision and mission of the school. The ILT meets bi-monthly to analyze data, monitor progress, provide resources to support instructional and social/emotional needs of the students and provides minutes to all staff to facilitate communication of the ILT's work. Principal and assistant principals use the Hess Cognitive Matrix and Danielson's Framework during teacher observations. Principal leadership has directed/facilitated the following: <ul style="list-style-type: none"> <li>*On-going professional development based on teacher surveys, district and Network initiatives and teacher growth and developmental needs. 97% of teachers currently hold ESL endorsements.</li> </ul> </li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Teachers are invested in the success of Volta through their leadership efforts in a variety of areas. Our current ILT includes teachers represented from each grade cycle, including special education and bilingual. All teachers participate in learning teams and each team is facilitated by a teacher from his/her grade or cycle. Each learning team facilitator receives monthly professional development in leadership from Pearson. Each grade/cycle/content area teacher participate in bimonthly meetings to plan curriculum and look at data per collaboration log. The dual language team consists of dual language teacher (DLLT)s, general education and special education teachers and has met monthly to plan curriculum and discuss assessment; agendas and summaries are available. Rtl is composed of a primary school teacher, middle school teacher, special education teacher, the Dual Language Coordinator, psychologist, social worker, speech therapist, and Assistant Principal. This year we have met 11 times regarding the development and structure of the implementation of RTI. The bilingual lead teacher (BLT), dual language coordinator (DLLT), social worker and counselor are the family liaisons. The BLT and DLC coordinates quarterly parent meetings and events; agendas</p>	

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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>*The Volta ILT is comprised individuals with knowledge, skill and expertise that represent the diverse learning needs of Volta students, staff and families that include leadership; literacy; math; bilingual education; dual language and CGP (comprehensive gifted program).</p> <p>*The ILT leads the work of improving school-wide teaching and learning by... providing resources and training for all team members in accordance with the Network-sponsored ILT meetings. The ILT has established a year-long calendar with bi-monthly meetings focused on academic and social/emotional data sets. The ILT analyzes quantitative data: SCANTRON, CCSR, EDL2/DRA2 and qualitative data.</p> <p>*ILT leads professional development aligned to the district and Network-sponsored initiatives including CCSS, Hess Cognitive Matrix, and the Springboard for Compelling Conversations Around Essential Instructional Strategies; PBIS; Longer School Day; CCSS Quarterly Assessments; and RTI.. *Teachers participate in internal and external professional development aligned to instructional needs including CCSS, DIBELS, McGraw-Hill, FOGS, SEPUP</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>* Teachers meet after benchmark assessments to analyze data and plan instruction accordingly. Grade/content teachers will continue to differentiate their instruction based on "real-time" data to support the diverse needs of learners. Grade level teams met on a quarterly to analyze data such as DIBELS, Scantron, DRA and core curricular assessments (i.e. Story Town and Connected Math) to adjust instructional practices and provide resources to meet individual student needs. Grade/content level teams meets 40 minutes per week and two hour per month for Learning Teams in</p>	<b>2</b>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			2
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>*Grades K-5 scope and sequence instruction through StoryTown and Math Trailblazers that maps out the Illinois State Standards. Grades 6-8 use balanced literacy, Connected Math, and the FOSS scope and sequence . Each grade/course team uses common units of instruction aligned to the standards through balanced literacy provided via the Story Town/SCRMA reading initiative that includes leveled texts, books on tape, ELL readers and intervention kits to support struggling learners. Math content uses Math Trailblazers and Connected Math that offers hands-on, differentiated and inquiry-based instruction for the diverse math needs. The dual language teachers in grades K-3 have been creating thematic units using backwards design which includes common core standards, state standards and WIDA standards. They have also met to decide on the curriculum map for social studies and FOSS science. 3rd grade has quarterly goals for their students.</p>	
	<b>Instructional materials</b> ----->			3
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Grades K-5 have Storytown and Villacuentos (big books, leveled readers, intervention kits, ELLs kits, literacy centers, audio books, teacher resources, benchmark assessments, and weekly assessments). Grades 1-8 have science kits and the Math Trailblazers curriculum. Other materials include: classroom libraries in various languages and various levels, text sets, math manipulatives, technology (elmos, projectors, laptops, smart boards, and Brainpop).</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>* All teachers and grade/content/resource teachers and teams have access to Scantron, DIBELS , DRA2 and ISAT data sets in electronic and hard copy versions.</li> <li>* Six (K-3) Dual Language classes utilize EDL2/DRA2 as a comprehensive screening, diagnostic and formative assessment tool. These classes also use Mclass Math and administer it in Spanish as a benchmark and formative assessment measure for math.</li> <li>Grades K-2 use DIBELS as a screening, diagnostic, benchmark, formative and summative assessment tool at least three times per year.</li> <li>Grades 3-8 use Story Town diagnostic tool along with Scantron as a progress monitoring, benchmark and formative assessment instrument. Teachers used teacher-designed assessments for formative and summative assessments.</li> <li>ISAT and ACCESS are used for grades 3-8 as a summative measure annually.</li> <li>*Progress monitoring occurs in K-2 in reading and math per DIBELS</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>*According the Spring 2011 Consortium survey, students rated communication from teacher to student as weak. Since the results were shared with the ILT in the Fall of 2011 some recommendations were to list "big ideas" or objectives on the board prior to instruction.</p> <p>Eighty percent of teachers write the objectives in lesson plans. Sixty percent write relevance of learning on the classroom board. Teachers use the HESS matrix when designing lessons, which are discussed during administrative observations. The revised Bloom taxonomy is used with students during instruction in some (approx. 70%) classrooms.</p> <p>Teachers scaffold instruction per lesson plan. They use centers, guided reading, sheltered instruction to ensure all students have access to complex text and engage in complex tasks.</p>	

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	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Teachers in grades 2-8 administer the Scantron assessment in Reading, Math, and Science three times per year. Our universal screeners and diagnostic assessments in grades K-2 are DIBELS and mCLASS math. Dual Language also administers EDL2 and DRA2 as a universal screener and diagnostic assessments in Spanish and English reading engagement, fluency, and comprehension. The RTI team and teachers use this data to start initial grouping of their students and plan interventions. Interventions are given as small group, one on one, push-in by a specialist, and before/after school supports. Seventy-five students in grades 2, 4, 5, and 7 are currently receiving interventions before/after school. Interventions are monitored by the teacher and program providers so that adjustments can be made to the targeted skill.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>According to the 2011 Consortium Survey, quality professional development was rated strong. A survey was given to the staff in June of 2011 to determine their needs in professional development. The highest were Rtl, Common Core and differentiated instruction, which align to school-wide and district wide priorities. Agendas and exit slip are available.</p> <p>Achieve 3000 and Read Works are monitored and effectiveness is documented. Exit slips and minutes available for each Common Core PD. Collaboration documents are available to show effectiveness of Rtl PD.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Collaboration Logs with teacher sign-in and instructional content is recorded. Bi-monthly one-hour Learning Teams (LT) meetings occur to analyze student work and lessons are/were modified to teach a targeted skill. Scantron, DIBELS, DRA 2/EDL2 data was analyzed.</li> <li>Every grade/content level team has a bilingual and/or special education representative on the team.</li> <li>ILT members support the grade/cluster level teams. Bilingual and special education teachers participate in teams as experts in their areas. The Dual Language, RTI and Bilingual Coordinators participate in grade/content teams and serve as experts to support learning of all students.</li> <li>Dual language teachers in 1-3 team teach; each teacher is responsible for the learning of 60 students. The dual language leadership team (DLLT) includes DL teachers, regular education teachers, special education teachers and administrator.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders mentor new teachers in their instructional/content area.</li> <li>New teachers complete the CPS-sponsored New Teacher Induction Training Series.</li> <li>Professional development is aligned to individuals' needs based on content, CCSS, RTI and PBIS newly-sponsored initiatives. To date, 80% of teachers have received the formal CPS-sponsored New Teacher Induction Training. Every new teacher is paired with an in-school teacher mentor in their grade/content area.</li> <li>Teachers consistently receive quality feedback with formal observation, feedback and post-observation sessions. Teachers receive feedback from peers on an individual basis and according to need and within grade level meetings.</li> <li>Peer coaching is provided by the RTI Coordinator to primary students in the Intensive category of DIBELS. The Dual Language</li> </ul>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>According to the CCSR survey, students indicate that academic press and academic professionalism as weak.</p> <ul style="list-style-type: none"> <li>*PreK -1 teach career related thematic units: professions, community helpers, community leaders; units available.</li> <li>* This year (2011-2012) the middle school (6-8) has engaged in an on-going professional learning series on EXPLORE and college and career readiness via monthly meetings/professional development. 153 seventh and eighth graders participate in the GEAR UP in partnership with NEIU. The students receive tutoring in math, reading and writing. They will also visit NEIU.</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>* Volta has started a Student Check and Connect for middle school students in need of instructional mentoring supports at 8th grade.</li> <li>* Based on student response, the CCSR survey indicates that student-teacher trust is average.</li> <li>*Patterns of interaction are addressed through the Volta CARES and misconducts.</li> <li>* Students with disabilities and ELLs are participants in all school programs to include After-School-All-Stars, Supplemental Education Services, Family Focus (APNC), Teen Reach, Beauty and Beast Play, and International Folkloric Dances.</li> <li>* All classroom libraries contain books that reflect students' home language and culture.</li> <li>* The Dual Language Program provides instruction in student's</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>* The CCSR results show students scoring safety as average. They feel safe inside and around the school.</li> <li>* For the 2011 school year, Volta faculty established common expectations for all students, with the launch of the Volta CARES (Citizenship, Accountability, Respect, Excellence and Safety) Initiative. Students receive "thunder bolt" tickets for positive behavior that can be used to purchase prizes. Volta CARES is written in the school newsletter, introduced at the Open House and included on Faculty and school newsletters.</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>*The principal provides information on school performance utilizing the School Report Card during LSC meetings and open house.</p> <p>*Scantron parent reports and DIBEL reports are discussed with individual parents during the two formal Report Card Pick- Ups. Additionally, parents are given information on areas of strength and need. Teachers provide suggestions and resources on how to support children at home.</p> <p>1: School's Progress Report is distributed to all parents and Mr. Johnson explains the school's report to the parents at the LSC, BAC, and PAC meetings. He goes over the strengths and the weaknesses of all students' academic progress and tells parents what they could do at home in order to help their children succeed in school. All</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>*Teachers and staff use two formal Report Card Pick-UPS, middle of the quarter progress reports, a primary and intermediate/middle school Open House and BAC and Dual Language Parent meetings to engage parents in on-going dialogue and communication with teachers and school-based initiatives.</p> <p>Parents receive 5-Week Progress REports from all teachers including special education, general education and Bilingual/ESL</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>* According the CCSR the family and community ties are strong, which indicates that school establishes a non-threatening environment.</p> <p>The school has an open door policy. All parents are welcome at all times. Parents are warmly greeted when they call or visit the school. Volta's diverse staff communicates with parents in their native language during personal interactions and during written correspondence.</p> <p>Parents are invited to attend LSC, BAC, Dual Language and NCLB-PAC meetings. Parent attendance averages <b>75</b> parents per meeting. Parents receive all notices in English as well as the other major</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>*Social worker and school counselor organize stakeholder meetings with parents, teachers, outside agencies when appropriate for students to create collaboration across environments.</li> <li>*Social Worker and School Counselor provide early morning check-ins for about 5 students daily who require motivation to stay on task, reminders and encouragement.</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The counselor formally meets with and administers a career interest inventory to all 8th grade special education students. One hundred and fifty-three 7th and 8th graders participate in GEAR UP in partnership with NEIU. APNC provides an Early College Awareness Program for 6th grade families. Currently, 32 families</li> </ul>	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>Per the 2011 CCSR the students indicated that the ambitious instruction is weak. For 6th, 7th and 8th graders a new EXPLORE Initiative is in place for the 2012 school year. Monthly meetings and/or professional development that include student surveys and data dives are on-going since August of 2011. An EXPLORE parent workshop was offered for parents of 6-8 graders during the Open House in August 2011. Professional development on CCSS and the Hess Matrix has been provided to teachers via the ILT. Lesson plans are aligned to the CCSS. The Hess Matrix is used to support instructional observations.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>APNC provides the Family Focus after-school program for grades 2-5 which includes tutoring and extracurricular sports activities. The After-School-All-Stars (ASAS) program provides academic and social supports for 267 students in various grades. Students were</li> </ul>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Middle school students (6th - 8th) took the sample EXPLORE exam in October 2011. Middle school teachers align instruction to CCSS in support of EXPLORE, conduct monthly meetings and/or PD around EXPLORE and monitor students' readiness for EXPLORE via surveys. Middle Schoolers participate in the GEAR-UP Initiative.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Volta has partnered with the APNC in a three-year grant called Early College Awareness Program that targets sixth grade families with information and supports for college readiness. During the Open House session in early August, middle school teachers prepared an EXPLORE introductory workshop for parents including information and supports that parents can provide in the home around EXPLORE and college and career readiness.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>* Thirty-two students participated in the Step-Up-to-Kindergarten Initiative during the Summer of 2011. Volta provides SES supports for students in benchmark grades of 3, 6 and 8 that include the following: RTI, and ACHIEVE 3000 differentiated supports for tier II and III students in grades 2, 4, 5 and 7 after school twice a week.</p> <p>* GEAR-UP provides college/career readiness supports to 153 seventh and eight grade students to support transition to high school and beyond.</p>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>* Discretionary funds have been allocated to support ACHIEVE 3000 technologically-based differentiated instruction with non-fiction texts.</li> <li>* Volta has partnered with the University of Illinois at Chicago for the PreK Story Bus Initiative to build literacy-readiness for students and families of early and emergent readers.</li> <li>*Volta has partnered with the Albany Park Neighborhood Council to provide Family Focus and Teen Reach. Other partnerships include After-School-All-Stars, Salvation Army, and Erikson Institute.</li> </ul>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>*Hiring of staff is done in accordance with student need, staff capacity and scheduling priorities.</li> <li>* Volta activiely works with colleges and universities to build and sustain a viable pool of potential candidates to support staff needs through clinical obseveres, student teachers and recommendations from university partners.</li> <li>* A multi-step interview process that includes SAR (Situation, Action and Results) questions, lesson demonstations (whenever possible) and input from grade, department or content staff specialists are parameters used to staff positions at volta.</li> </ul>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>* Right-fit schedules are in place for students with special needs i accordance with IEPs. Students are instructed in "inclusive" settings.</li> <li>* Teacher grade/content teams have regularly scheduled planning time each week. Teacher Learning Teams provides an two-hour bi-monthly meeting block to collectively identify a problem of instructional practice and design instruction to address identified challenges. All grade, content and resource personnel participate on the Teacher Learning Teams.</li> </ul>	

## 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

Alessandro Volta's mission is to close the achievement gap by providing high-quality instruction aligned to the Common Core State Standards that will prepare our students for college, careers and the global work force. It is our mission to prepare students to be responsible citizens and leaders who are tolerant of diverse perspectives and can communicate, think critically and problem solve.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Volta's priority is to improve instruction for all learners through high-quality instruction and curriculum aligned to the Common Core State Standards in literacy/reading.	By analyzing the 2010-2011 CCSR survey, ISAT, DIBELS and Scantron data sets in an inquiry-based cycle, Volta will be able to close the achievement gap for all diverse learners in literacy.
2	Volta's priority is to provide high-quality instruction and curriculum aligned to the Common Core State Standards in math.	By providing an instructional environment with high expectations for math and math literacy for all learners and providing authentic math based on investigation and problem solving, students will be able think more analytically and be able to apply knowledge of math content in any situation (i.e. school-based, career-based, work-related, etc.)
3	Teachers and staff will effectively use PBIS - Volta CARES (Citizenship, Accountability, Respect, Excellence and Safety) as part of the whole school positive behavior support model to maintain and sustain a positive school culture with universal expectations in all environments. Volta's Extended School Priority foci are to provide additional instructional supports (i.e. interventions to Tier III students, character education and college readiness support to all learners, as well.)	With school-wide expectations for positive behaviors in all areas of the school, students will be equipped to conduct themselves as responsible, tolerant and respectful citizens (within any environment) with a moral compass conducive to promoting the positive citizenship needed to co-exist within a democratic society. The "all hands on deck" approach (including resource personnel) will be utilized to provide 15-20 minutes of intense intervention with small groups of Tier III students on a daily basis. In order to strengthen and support the Volta CARES initiative, the Character Education Resource Teacher will provide an integrated character-building program. In addition, the Character Education Resource Teacher will provide learning opportunities around character building, leadership and college and career readiness through daily 40 minute resource supports to all grades levels.
4		
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
Volta's priority is to improve instruction for all learners through high-quality instruction and curriculum aligned to the Common Core State Standards in literacy/reading.	By analyzing the 2010-2011 CCSR survey, ISAT, DIBELS and Scantron data sets in an inquiry-based cycle, Volta will be able to close the achievement gap for all diverse learners in literacy.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
<p>Seventy percent of the PreK-2 students in Early Literacy 1 are predicted to attain Benchmark status via EOY (End-of-Year) DIBELS assessments. The school's actions have included the following: 36 students attended the Step-Up to Kindergarten Summer 2011 Program; SES focused on 1st grade; grade level meetings focused on data review, analyses and implementation of strategies aligned to students' needs; school-wide Learning Team focus aligned to CCSS (i.e. main idea); quarterly vertical planning scaffolds instruction to meet diverse learner needs; 50% increase in the use of informational text in PreK-2; enhanced vocabulary instruction using realia and cognates; RTI interventionist pushed in to Grades 1 and 2 (3 times per week) for 30 minutes to provide one-on-one and small group instruction to Tier III learners; Spanish Dual Languages expanded to third grade.</p> <p>*Fifty-six percent of students in Grades 3-5 are predicted to meet Scantron Growth Targets (Keep Pace) in Reading. Actions to meet this SMART goal included: creation of a school-wide data wall with score updates 3 times/year; Scantron Assembly to celebrate achievement by highest score and most growth in 3-5 grade band; 100% of classroom teachers met with students to analyze Scantron data and set growth targets.</p> <p>*Forty percent of students in Grades 3-5 will meet/exceed Grade Level Performance in Reading on Scantron. The</p>	Instruction	All	Administrative Team, ILT, teachers	Quarter 1	On-going	On-Track	<p>On-going professional development and financial supports will be provided to all teachers around the CCSS and other content specific instructional supports needed (individual and coherent) aligned with the school's budget and any required LSC approval.</p> <p>*mClass math winter results indicate 22.7% at Benchmark - 37.3% below spring target. * ERIKSON Institute provides Early Math Interventions for 108 PreK- 2 students with three yearly assesment/montioring measures, proessional development for teachers, observations and montioring at least three times during the 2011-2012 school year. The ERIKSON math initiative will continue through the 2012-2013 school year.</p> <p>*Increase parent involvement in activities to support early reading and math literacy in grades Prek-2.</p> <p>*Use EasyCBM to reinforce math and literacy skill/concept acquisition over the summer of 2012.</p> <p>*Dual language will be extended to pre-k and 4th grade for the 2012-13 school year.</p> <p>* Winter Scantron results indicate overall 57.3% of students in grades 3-8 are on target to meet spring growth goal in Reading.</p> <p>* Winter Scantron results indicate overall 63.4% of</p>
			I				



**Strategic Priority 1**


## Strategic Priority 2

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

Strategic Priority Description	Rationale
Volta's priority is to provide high-quality instruction and curriculum aligned to the Common Core State Standards in math.	By providing an instructional environment with high expectations for math and math literacy for all learners and providing authentic math based on investigation and problem solving, students will be able think more analytically and be able to apply knowledge of math content in any situation (i.e. school-based, career-based, work-related, etc.)

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase math knowledge, concept and skill acquisition and usage in grades PreK-2 by 6.8% on mClass math; in grades 3-5 a 4.7 % increase in students achieving at or above grade level on spring Scantron ; and in grades 6-8 a 4.5% increase of students achieving at or above grade level on spring Scantron assessment. On EXPLORE math, Volta eighth graders will make a 3.5 % increase toward benchmark.	Instruction	All	Teachers, ILT, Administrative Team, Teachers	Quarter 1	On-going	On-Track	<p>Increase parent involvement and participation in building basic math skill acquisition in the home to support efforts in the classroom.</p> <ul style="list-style-type: none"> <li>* Continue partnership with the Erikson Institute to support early math literacy in grades PreK-2. Currently 102 students participate in the Erikson Math Initiative. Volta will continue the Erikson Initiative during the 2012-2013 school year.</li> <li>*Find supplemental resources to support core curriculum( i.e software programs, technology, Easy CBM, etc. )</li> <li>*Analyses of the "fit" of math into unit planning</li> <li>*Professional development for new/veteran teachers in all areas of math</li> <li>*Investigate opportunities for math support in after-school programs</li> <li>* Align budgetary needs to support instructional resources and professional development in math literacy and math CCSS</li> <li>*mClass math winter results indicate 22.7% at Benchmark - 37.3% below spring target. * ERIKSON Institute provides Early Math Interventions for 108 PreK- 2 students with three yearly assesment/monitoring measures, proessional development for teachers, observations and monitoring at least three times during the 2011</li> </ul>



**Strategic Priority 2**

<p>*Fifty percent of PreK-2 students in Early Math mClass will attain Benchmark status by EOY. The school's actions will/have included: SES focus on Grade 1; progress monitoring of all students Tiers III bi-monthly via DIBELS); teacher- created quarterly assessment aligned to CCSS; small group instruction based on mClass tiering; Erikson professional development, observation and assessment of PreK-2 students three times during the year            ACTIONS: Currently 108 Prek-2 students participate in the Erikson Early Math Initiative).            *Fifty-six percent of students in Grades 3-5 will meet spring growth targets (TO DATE 70.7 % HAVE MET THEIR PACE TARGETS)20 middle school students attend ASAS Math.            * Twenty-five percent of students will exceed the standard in math on ISAT for 2011-2012.</p>							
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### 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
Teachers and staff will effectively use PBIS - Volta CARES (Citizenship, Accountability, Respect, Excellence and Safety) as part of the whole school positive behavior support model to maintain and sustain a positive school culture with universal expectations in all environments. Volta's Extended School Priority foci are to provide additional instructional supports (i.e. interventions to Tier III students, character education and college readiness support to all	With school-wide expectations for positive behaviors in all areas of the school, students will be equipped to conduct themselves as responsible, tolerant and respectful citizens (within any environment) with a moral compass conducive to promoting the positive citizenship needed to co-exist within a democratic society. The "all hands on deck" approach (including resource personnel) will be utilized to provide 15-20 minutes of intense

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Volta CARES initiative and other positive behavioral and/or social emotional interventions will reduce student misconducts from the 2011-2012 school year by 4%, 2% and another 2% over the next three years according to VERIFY and the Student Code of Conduct.	Other	All	Teachers, staff, ILT, Administrative Team, Staff	Quarter 1	On-going	On-Track	<ul style="list-style-type: none"> <li>As part of the Extended Day Plan, a Character education resource position will be added for grades K-8.</li> <li>*The interventions for Tier III students in reading, math, and/or social emotional supports provided by the resource staff (including library, computer, music, gym, etc.) will begin at the start of the 2012-2013 school year in accordance with the school's new Extended Day Plan.</li> <li>*Implement Second Step school-wide</li> <li>*Continue with positive reinforcers for VOLTA CARES</li> <li>*Provide a "fixed" schedule every five weeks to administer positive rewards and/or school-wide celebrations.</li> <li>*Continue keeping parents abreast of Volta CARES via the Parent Newsletter, Open House and Volta website.</li> <li>*Continue the "Student of the Month" recognition breakfast for positive behavior and academic achievement.</li> <li>* Increase positive rewards to negative consequences by a 4 to 1 ratio.</li> <li>* As provided in the Extended School Day Plan college students will provide supervisory/mentoring extra-curricular supports to students during lunch</li> </ul>



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

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
							The interventions provided by the resource staff (including library, computer, music, gym, etc.) will begin at the start of the 2012-2013 school year in accordance with the school's new Extended Day Plan.



Strategic Priority 4

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### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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