



2012-2014 Continuous Improvement Work Plan

James Ward Elementary School

Pershing Elementary Network
2701 S Shields Ave Chicago, IL 60616
ISBE ID: 150162990252501
School ID: 610217
Oracle ID: 25751



Mission Statement

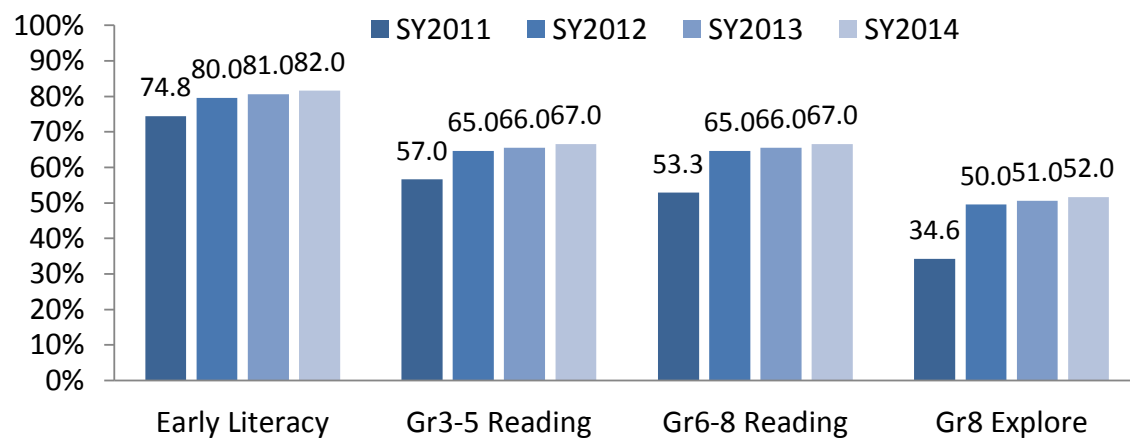
We will provide a high quality instructional program which includes a comprehensive standards-based curriculum that challenges students and utilizes common reading/writing strategies and the integration of world language. These best practices, coupled with the use of differentiated instruction, will increase all students ability, including students with disabilities and English Language Learners (ELL) to learn effectively in an inclusive/least restrictive environment. We also strive to maintain a strong partnership among school, home, and the wider community.

Strategic Priorities

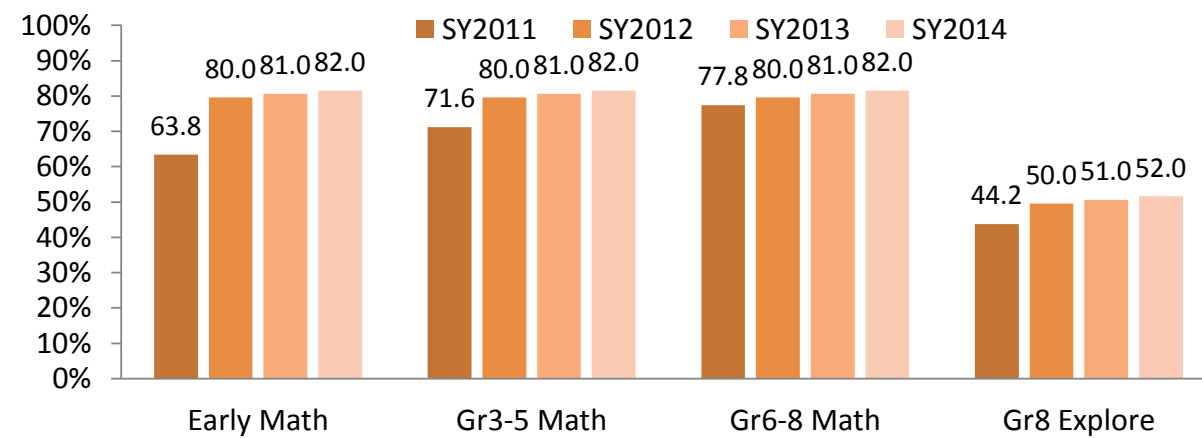
1. Increase and develop college and career preparedness across the curriculum
2. Immerse students in a Fine Arts curriculum and World Language program
3. Incorporate technology to increase literacy levels
4. Incorporate the NWEA skills to align with the curriculum

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 for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:

James Ward 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



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	74.8	80.0	81.0	82.0		Early Math % of students at Benchmark on mClass	63.8	80.0	81.0	82.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.0	65.0	66.0	67.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	71.6	80.0	81.0	82.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.1	65.0	66.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	80.6	80.0	81.0	82.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	53.3	65.0	66.0	67.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	77.8	80.0	81.0	82.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.9	65.0	66.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	79.3	80.0	81.0	82.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	34.6	50.0	51.0	52.0		Explore - Math % of students at college readiness benchmark	44.2	50.0	51.0	52.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	97.8	97.8	97.9	98.0					
					Misconducts Rate of Misconducts (any) per 100	1.3	5.0	4.0	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	77.6	77.6	78.0	79.0		ISAT - Reading % of students exceeding state standards	23.8	23.8	24.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	92.6	92.6	93.0	94.0		ISAT - Mathematics % of students exceeding state standards	51.1	51.1	52.0	53.0
ISAT - Science % of students meeting or exceeding state standards	80.5	80.5	81.0	82.0		ISAT - Science % of students exceeding state standards	25.6	25.6	26.0	27.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>We have set percentage increase goals for ISAT, NWEA, DIBELS, and EXPLORE test for the next three years. NWEA- 7% increase in grades 2-8 on the Reading 2012 Spring assessments. Increase the number of Reading extended responses (score of 3/4) in 2012 on ISAT from 41% to 45 % (a 4% increase).</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>CPS is implementing a new teacher evaluation system.</p> <p>Principal observes every class multiple times during the school year. She provides positive and constructive feedback as well as constructive criticism.</p> <p>Principal helps set percentage increases to make sure teachers are assisting students with reaching the goal of being college ready.</p> <p>Principal works with the PTO. This year the PTO has become much more active and helpful at James Ward School.</p> <p>Principal informs and works closely with LSC members, through personal communications and her monthly principal report.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl 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 	<p>Every teacher is part of a committee that helps improve the school in some way. There are multiple committees to choose from and each committee is represented by at least one member from each team in the school. Our committees are as follows: Math & Science Night, We Are Great Day, Family Reading Night, Multicultural Celebration, and Career Day.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>The James Ward School ILT is made up of the principal, the assistant principal, the school counselor/case manager, some teachers who have completed their Type 75 administrative certification , the lead science teacher, a World Language Spanish Instructor , and the lead bilingual education teacher.</p> <p>The ILT meets every Tuesday morning before school. Each member of the team has one main area of focus, however all members assist with each area in some way.</p> <p>Two of the main focuses of the ILT have been extended school day planning and the organization of the CIWP.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> 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. 	<p>We have some teachers who take the lead in data analysis and they assist all other teachers analyze data.</p> <p>Grade level teachers meet with the principal on a weekly basis to come up with ideas to use data to help improve instruction. One teacher is identified as the "performance manager". She tracks student growth in Reading, Math & Science. She builds the James Ward data wall, ensures classroom data walls are updated & downloads student assessments for discussion on & review at ILT</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Teams of teachers and administrators met during the summer to work on unit planning and curriculum planning. They have communicated the information to the entire faculty through professional development, grade level meetings, and common planning times.</p> <p>Established a professional learning community around common core state standards with neighboring schools and developed support systems for subject and grade level teachers. Professional development around CCSS ongoing for faculty and staff.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<p>Some teachers have received newer materials within the past year or two.</p> <p>Most teachers have been using their materials for many years.</p> <p>We need materials that align with the common core requirements and allow for differentiation.</p>	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>To measure student growth, some teachers create pre-and post-assessments before and after a unit is taught. Other formative assessments include student portfolios, constructed response, performance tasks, NWEA, and Dibels.</p> <p>Summative/standardized assessments include ISAT, ACCESS for ELLs, and STAMP.</p> <p>State mandated standardized tests such as the ISAT do not allow for accommodations, making it difficult for first and second year English language learners to understand the directions on the test. Teachers have immediate access to NWEA & Dibels results to monitor teaching and inform instruction. NWEA is adaptive for all learners.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Teachers use a mixture of information from the Typical School list and the Effective School list.</p> <p>Many teachers are in the process of adjusting and improving their teaching techniques to align with Common Core standards.</p> <p>Teachers are adjusting the ways they question students and they are adjusting their assessment techniques.</p> <p>Overall, we are definitely making progress toward becoming an Effective School. Some teachers clearly communicate the learning objective and make learning meaningful. Some teachers use scaffolding strategies in instruction. Some teachers make lessons engaging. Most teachers have students do authentic work. Some teachers exhibit evidence of modeling. Most teachers do whole group instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Our school has begun to use RTI. This helps us identify students who may be at risk of needing some sort of intervention, whether it be behavioral or academic.</p> <p>A team of teachers put together a website to help them with RTI. Teachers are able to go online and fill out a survey about a student that tells any information about the student and why they may need intervention. This survey is then sent to the RTI team for analysis. Interventions are monitored closely by the special ed team and classroom teachers every two weeks with administrative review as needed.</p>	
Whole staff professional development ----->			2
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-weight: bold; font-size: 1.2em;">Professional Learning</div> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Some teachers participate in multiple professional development training sessions outside of school throughout the school year.</p> <p>Some teachers do not participate in any extra professional development activities outside the school. Writing Workshop, in addition to the Melcon writing method, was our focus to develop an identified weakness in our school. We also focused on professional development in using Bloom's Taxonomy in assessment, as well as using data to inform instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Teams have regular weekly meetings to discuss all information pertaining to that team. There are members of the ILT on each team to share any school wide information.</p> <p>Teachers also share information with the principal on a weekly basis when she meets with them. Sometimes teachers have professional articles to read, dissert and discuss during grade level meetings.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Each new teacher has a mentor teacher, a veteran teacher of James Ward School from the same team as the newly hired teacher, to work with for the first two years at James Ward School.</p> <p>Professional Development is left up to the individual teachers with suggestions from the principal. We do have some professional development activities that are brought into the whole school.</p> <p>There is a system in place where grade level teachers observe each other and provide feedback to the observed teacher. The principal provides coaching and modeling for teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<p>The visual college information is a reminder to the students that their goal should be college also. All faculty and staff have high expectations for students as exhibited by the use of college and career readiness standards by grades 6-8 and a plan for school wide implementations for 2013. Natinal Junior Honor Society was started for grades 6-8 this year.</p>	
	Relationships ----->			3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Some students have one teacher they are close to and confide in.</p> <p>Most students are respectful of fellow students and adults in the building.</p> <p>Most students show respect to other students regardless of a disability or a language barrier.</p>		
Behavior& Safety ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>We have very few behavior problems. The problems we do have are dealt with in a consistent manner based on the CPS Uniform Discipline Code. Teachers have strong classroom management skills which tends to minimize behavior problems.</p>		

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DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Our principal is pro-family involvement. She asks the teachers to keep families involved through phone calls and sending copies of standardized test results and goals home. She also promotes the use of the parent portal.</p> <p>We have a "Meet the Teachers Night." This happens at the beginning of each school year where parents can come to the school and meet their child's teacher for that year and discuss with them the goals and expectations for that year. Grade level teachers post curriculum maps/syllabus on websites.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<p>We do have teachers who communicate with parents on report card pick-up day and for negative grades or behavior only. We also have teachers who communicate with their students parents on a regular basis regardless of the behavior or grades. Our principal encourages teachers to keep the parents involved for both positive and negative grades and behaviors.</p>	
	Bonding ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Our school is definitely a non-threatening, welcoming environment.</p> <p>Our principal has led many parent programs in the school. Some of these programs include: after school English classes for our Chinese speaking parents, computer programs, and the multiple assembly's we have each year.</p> <p>We also have parent and community holiday celebrations, breakfasts, ice cream socials, clean and green days, vendor fairs, all of which parents are invited to.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We provide all services needed to students with special needs during the school day. We have also had many after school programs which our special needs children take part in. There has been one additional after school program this year for students to learn sign language to communicate with their hearing impaired classmates better.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>Our counselor is always available to help students with any questions or to provide any information about higher education. We have high school fairs and selective enrollment workshops for parents and students.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Our school provides an advanced algebra class to the 8th graders. This helps students earn high school math credit. Students in this class tend to show a great deal of promise in their other classes which will lead to academic success at the next level of education.</p> <p>Because we are a world language magnet cluster school, many of our students obtain additional credit in the world language area in high school. Some of our students are able to successfully enroll in Honors and AP Spanish courses.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Our school provides a wide variety of after school programs ranging from math and reading to athletic teams to academic and non-academic games.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Our 8th grade classes take the EXPLORE exam which shows how ready the students are for college or career.</p>	
	College & Career Admissions and Affordability ----->			
<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	N/A		
Transitions ----->			4	
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<p>We provide information about high schools to the 6th, 7th, and 8th graders.</p> <p>We have also had many James Ward School alumni come and talk to our students about high school and beyond. Students in 8th grade can shadow students in high schools. We also take many of our students to local competitions at high schools.</p>		

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 ----->			
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The discretionary funds that we have will be used to help promote our college and career readiness. Instructional material will align with CCSS in reading, math, science and social studies.</p> <p>The funds will be used to enhance the computer program and the computer lab.</p> <p>Funds will also be used to fund our enrichment programs such as art and music. These funds will be used to purchase a full art teacher and bring in a music program from the community.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Our most recent teachers were hired after an extensive interview process.</p> <p>After the interviews, finalists were asked to prepare a lesson. We then discussed with the administration, teachers, and students in the mock classroom to see who the best person for the job was.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>We have tried many schedules to find the one that works best for all teachers and students.</p> <p>We are in the process of changing our schedule again to get ready for the full school day.</p>	

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

We will provide a high quality instructional program which includes a comprehensive standards-based curriculum that challenges students and utilizes common reading/writing strategies and the integration of world language. These best practices, coupled with the use of differentiated instruction, will increase all students ability, including students with disabilities and English Language Learners (ELL) to learn effectively in an inclusive/least restrictive environment. We also strive to maintain a strong partnership among school, home, and the wider community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase and develop college and career preparedness across the curriculum	We have a goal to have EVERY student college ready while they are still in elementary school.
2	Immerse students in a Fine Arts curriculum and World Language program	Research has shown that fine arts programs help students in other subject areas also. Students become much more well rounded by participating in a fine arts program. We are also a World Language Magnet Cluster School. We would love for ALL students to be speaking Spanish fluently by their 8th grade graduation.
3	Incorporate technology to increase literacy levels	Students are, for the most part, advanced technologically. We want to use their knowledge for educational purposes. Adding computers and different applications that can assist with improving literacy levels.
4	Incorporate the NWEA skills to align with the curriculum	We take the NWEA tests three times each year. Knowing the skills needed for this set of tests, we can try to align the curriculum.
5		



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
Immerse students in a Fine Arts curriculum and World Language program	Research has shown that fine arts programs help students in other subject areas also. Students become much more well rounded by participating in a fine arts program. We are also a World Language Magnet Cluster School. We would love for ALL students to be speaking Spanish

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Quarterly practice for students in grades 3 - 8 for the STAMP (World Language) Assessment	Instruction	Other student group	World Language Teachers	Quarter 1	Quarter 4		
ACCESS for ELLs assessment for grades K-8	Instruction	English Language Learners	Bilingual Teachers	Quarter 2	Quarter 3		
Professional Development (EL Achieve) for second language development	Professional Development	Not Applicable	Bilingual Teachers	Quarter 1	Quarter 4		
Curriculum integration in the areas of Spanish and Social Studies for grades 3 - 8	Instruction	Other student group	World Language and Social Studies Teachers	On-going	On-going		
Increase parental and community participation/involvement in monthly BAC meetings and community outreach programs	Parental Involvement	All	BAC, PTO, LSC, Bilingual Teachers, ESL Teachers, multicultural committee, administration	On-going	On-going		
World language inter-school collaboration for grades 4-8 (pen-pal exchanges/field trips with other WL schools.)	After School/ Extended Day	Other student group	World Language Teachers	On-going	On-going		
Fine Arts enrichment program (electives) for grades K-8	After School/ Extended Day	All	Fine Arts Teacher/ Administration	Quarter 1	Quarter 4		



Strategic Priority 3



Strategic Priority 4

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