George Washington Elementary School

Lake Calumet Elementary Network

3611 E 114th St Chicago, IL 60617

ISBE ID: 150162990252503

School ID: 610219

Oracle ID: 25771

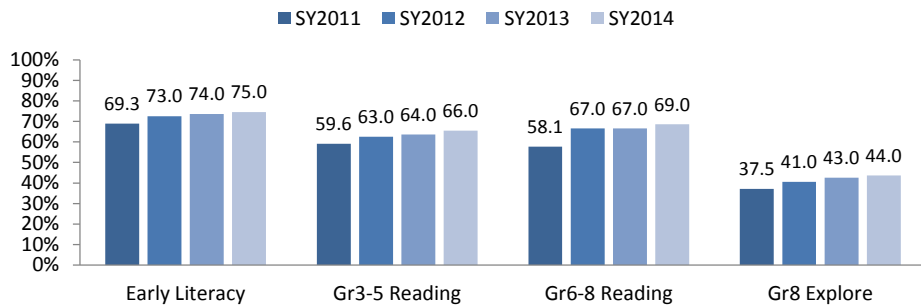CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

George Washington Elementary continually provides high quality educational experiences and equal opportunities to learn for all students. We provide academic and emotional support in a caring, nurturing environment. We foster strong parental and community involvement. Gaining knowledge on research based practices and establishing strong literacy and math skills is the heart of our instruction development.
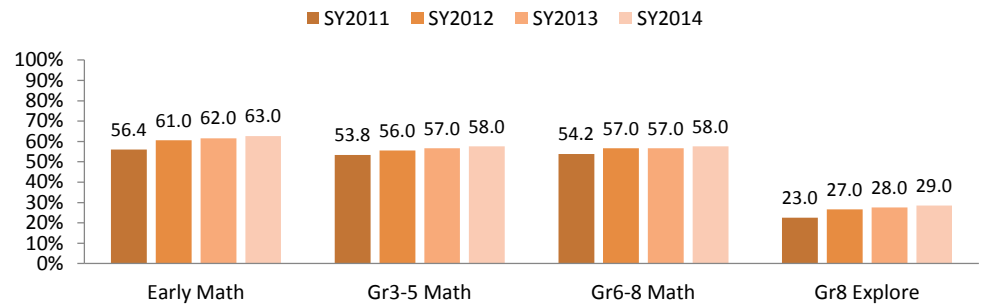
Strategic Priorities

1. Students in each grade must be proficient in reading and writing in the content area

2. ILT Observing Colleagues: Learning Walk

3. RTI response to intervention

4. Students in each grade must engage in mathematical challenging practices

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	69.3	73.0	74.0	75.0
Gr3-5 Reading	59.6	63.0	64.0	66.0
Gr6-8 Reading	58.1	67.0	67.0	69.0
Gr8 Explore	37.5	41.0	43.0	44.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	56.4	61.0	62.0	63.0
Gr3-5 Math	53.8	56.0	57.0	58.0
Gr6-8 Math	54.2	57.0	57.0	58.0
Gr8 Explore	23.0	27.0	28.0	29.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	George Washington 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
Armando Rodriguez	Principal
Francisco J. Carreon	Assistant Principal
Soila Silva	LSC Member
Kelly Everett	LSC Member
Constantino Vela	LSC Member
Alya Samson	LSC Member
Linda Alvarez	LSC Member
Darlene Hidalgo	LSC Member
Eileen Popielarz	LSC Member
Teresa Banuelos	LSC Member
Carlos Salazar	LSC Member
Deborah Hoveer	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	69.3	73.0	74.0	75.0	**Early Math** % of students at Benchmark on mClass	56.4	61.0	62.0	63.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	59.6	63.0	64.0	66.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	53.8	56.0	57.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.0	72.0	73.0	74.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	76.7	79.0	79.0	80.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.1	67.0	67.0	69.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	54.2	57.0	57.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.3	70.0	70.0	71.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	69.6	72.0	72.0	73.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	37.5	41.0	43.0	44.0	**Explore - Math** % of students at college readiness benchmark	23.0	27.0	28.0	29.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	95.5	96.0	96.5		**Misconducts** Rate of Misconducts (any) per 100	5.6	5.0	4.9	4.0

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	87.5	92.5	92.5	93.0		**ISAT - Reading** % of students exceeding state standards	24.7	27.0	28.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	92.8	93.0	93.0	94.0		**ISAT - Mathematics** % of students exceeding state standards	30.4	33.0	33.0	35.0
ISAT - Science % of students meeting or exceeding state standards	85.6	87.0	88.0	90.0		**ISAT - Science** % of students exceeding state standards	17.0	19.0	20.0	22.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action*** -->			**4**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	SMART Goals have been set to each individual student school wide. The goals are based on the NWEA and Dibels scores . Teachers participated in the developement of the school theory of action.	
	Principal Leadership -->			**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Teachers are supported in reaching their individual goals either by leadership activities or professional development. Teachers analyzed student data in DIBELS and NWEA to drive student instruction. Principal holds meeting with all students in each grade. Teachers and parents talk about school year expectations and the importance of preparing students for being college and career ready. Each teacher in their classroom has a special space to promote Colleges. Parents have access to support their child in reading, math and science through the use of software such as ST Math, Compass Learning, Achieve 3000, Starfall, Lexia.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Each teacher is assigned a committee at the beginning of the school year. Some of the committes are: Safety, Technology, SIPAAA/CWIP; Social. The school has a UNION Representative, and a Bilingual Lead Teacher that is also in charge of the BAC. The Counselor is also our school Family Liason. The school PE teacher is the sport's director and is in charge of organizing our sports and coaching. The RtI team is in charge of monitoring RtI practices. Three Common planning times are built into the preparation of the master schedule and teachers meet on a weekly basis and follow an agenda. Teachers write grants on a regular basis through DonorsChoose, Small Grants, and others.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)		-->	**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT meets on a weekly basis and this years focus is the Common Core State Standards implementation. The ILT members are the Principal, Assistant Principal, Case Manager, Writing Teacher, one teacher representing the Pre-k -2nd cluster, one representing the 3rd - 5th cluster and one representing 6th - 8th Reading and one representing 6th - 8th Math. Each teacher representing each cluster meets on a monthly basis as well as plans PD. All members are highly qualified professionals with advanced degrees. As leaders they provide necessary PD. In the beginning and end of the year ILT's meet to reflect on practices and needs.	
Monitoring and adjusting		-->	**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	We have developed a spread sheet to analyze NWEA data from Fall to Winter and Winter to Spring. Teachers in the primary grades have access to Dibels reports that support their instruction. Teachers can also print reports from various software and review their own formative and summative assessments to analyze data and address student needs. Teachers collabrate in grade levels meetings as well as cluster meetings providing them numerous opportunites to analyze data and meet student needs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**4**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	During ILT/CC Meetings – discuss creating curriculum maps Evidence of use in lesson plan CCSS template & CCSS assessments. Backward Design to create thematic units, guided reading, Compass Learning, Collaboration with teachers/ Daily Collaboration with SPED and Bilingual, Generated SPED and Bilingual IEP Goals, IEP Meetings. Grade Level Meetings / Cluster Meetings, Common Core, Meetings Grades 2nd-8th –expository/persuasive essays, Curriculum, Bulletin Boards and Writing Portfolios, library databases for research, use computers to create multimedia projects to illustrate book reports, presentations, and power points that demonste information learned, Lesson Plans reflect units of instruction and modifications to assignments with paraprofessional and bilingual teacher support, Cooperative Grouping,Interdisciplinary Themes tie Units.	
	Instructional materials	--->		**4**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Leveled readers, basal readers, Pearson Readers have ELL and native language materials as well as library books in native languages such as Spanish and Chinese. All students have access to technology and the software is adequate for each grade. Envision Math, Science / Scott Foresman, Reading Street, iPads, Math Manipulatives, ELL Materials, Fiction/Nonfiction books available in library. Students (SPED and ELL) supported through technology, read, hear, see, listen, etc. to increase vocabulary and comprehension.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Dibels, mClass Dibels, NWEA, Fall, Winter, Spring Formative and Summative Assessments, Data Binder, RIT Bands, Compass Learning, Teacher made rubrics and assessments, RtI Binders, RtI checklist, RtI Band Grouping, Lexia Results, ISAT, Access Testing, Consistency updating Gradebook, Weekly Math and Reading Extended Response, ST Math monitoring, chapter and unit tests, Benchmark Reading tests, Achieve 3000, Differentiated Instruction, Accommodations and modifications are according to IEPs, continuous collaboration, IEP Folders updated yearly, SPED annual testing w/ Woodcock-Johnson, Technology provides immediate feedback, Rubrics from State and District Wide Writing Assessment, Student Authentic Work, Peer editing and revision guidelines, grammar charts using standard English. Picture visuals, teacher generated wirting samples.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Posting student objectives using common core standards Goal setting worksheets using NWEA graphs, Purposeful assignments with examples and evidence of rigor, Field trips/ hands on projects, Backward Design, Real world connections with technology Safari. Highly Qualified Professional Instructors: NBCT, Reading Endorsed, Math Endorsed, Science Endorsed, ELL Endorsed, Library Science Endorsed, Bilingual Certified ESL Endorsed Teachers. Weekly, specified skill and strategy to be learned posted on whiteboard, Blooms taxonomy and Socratic questioning are incorporated, Scaffolding procedures, prior knowledge, vocabulary development, oral questioning, chapter/unit tests, Peer tutoring, small group instruction, writing portfolios, RtI folders, discussion, SMART Goals posted, Authentic Work Displayed,Rigor and challenge are expected and valued Observations, Video tapes, and Video reflections Teacher writing and conferencing with students weekly.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	RtI- Progress Monitoring Portfolios, Assessments after units taught, Daily Collaboration, LRE Team Testing and Ongoing Collaboration, Before/After School Programs Based on Student's Needs, Accommodations/Modifications Based on IEPs. Learning Centers/ Small Groups. Communication Logs/Parents/Teachers. Team Teaching/ Collaboration Logs. Push-in Support (teacher assistant). Access, Tutoring Programs, Read aloud modeling, Cluster Meetings, Collaboration with Bilingual and SPED. NWEA, Dibels, Compass Learning, Lexia, RtI– Students identified by yellow folders. Ancillary Teachers contribute information to assessment. All teachers give input on student's need of IEP information. Authentic work on bulletin boards, writing portfolios, peer revisions, writing conferencing, Pull out Jr. Great Books, Shared Inquiry, Accelerated Reading tutoring, Reading Extended Response in Jr. Great Books	
Whole staff professional development	--->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Weekly Teacher Meetings, Agendas, PD Days/ Activities reflect coaching and collaboration. CCSS Meetings, Technology Support. PD based on teacher's needs, ILT bring in experts PD is hands-on and demonstrates processes, Coaches teachers on all procedures, Coaching with Writing Teacher Weekly. Teacher input for topics Principal/AP push for PD that is relevant for teaching, Collaboration Logs, Grade Level Meetings, Committee Meetings, Minutes Evaluation forms filled out by teachers. Boundless Readers PD, SPED updates. PD plan is in place prior to the school year. Members meet to discuss plan and make changes if necessary.	

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet every week as a grade level to discuss topics and RtI information. Teachers discuss goals, expectation, units. PM, Cluster meetings are also held on a monthly basis. Instructional Coaching. ILT meets on a weekly basis with the focus of CCSS implementation. All teacher meetings follow protocols such as agendas, signing sheets, scribe, and setting goals for next meeting. Monthly Special Education Collaboration logs. Common Core team member per grade level.	
	Instructional coaching	-->		**4**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Teachers meet with administration for pre and post observation. New teachers have mentors who provide them with quality feedback. Grade level teachers provide new teachers with information and feedback. Teachers collaborate during professional development. Teachers visit each other classroom consistently. Teachers visit other classrooms during weekly staff meeting- share what students are learning.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Expect students to become the best. Everyone must work to achieve the goal of higher education. Every student has endless opportunities here. School is college ready. Every student is a leader. Expect students to work to their highest potential. Uniform rules, Display rules and goals, Student Council, Beta, College culture, 6th,7th and 8th Grade surveys for needs, Bulletin Boards, Seminars, Reading Fair, Science Fair, Surveys (My School, My Voice, Speak-Up)Career Exploration in Computer Lab, Technology Training, High quality Library Books available for all students and teachers	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Poetry Contest, Assemblies, Anti-Bullying Program, Classroom meetings are held weekly/bi-weekly. Students are able to voice their suggestions in a student suggestion box in the lunchroom. Seminars, Classroom rules posted, Digital Boards, Young Authors, Literacy Night, Students encouraged/expected to perform at their best. Multicultural Assemblies, Field Trips, Projects, Classroom and school library, Preps, Spelling Words/ Math Facts displayed throughout school, Students allowed to come for extra help before 8:30am Communication journals for some students between teacher and student. Bilingual Cultural Events. Immediate response for inappropriate behavior.	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	GWES follows the OLWEUS bullying prevention program. Students in the middle grades sign a contract and are held accountable to the contract throughout the year. Phone calls, parent meetings, clean school, student work displayed, cameras, doorbells, classroom phones, agendas for notes to parents, Bulletin Boards welcoming visitors, security doors, Bullying Committee, 5th/6th Grade All stars, Behavior Charts and Logs, Class Meetings, Detention, Homework.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations		-->	**4**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal and AP welcomes parents at the beginning /end of each assembly or school event. Parents receive information from School Score Card, results from My Voice, My School data, parent meetings in school, School Newsletter,Open house and orientation meetings in September setting expectations and how as a school we can support parents and parent conferences. Through letters sent home, phone conferences , HS highlights bulletin boards, HS applications, HS Scholarship info prep classes for entrance exams, we can communicate via the Counselor. Counselor holds HS fairs	
	Ongoing communication		-->	**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Personal parent Conferences, Telephone calls to parents, Student agendas, emails, parent letters sent home, monthly calendar,CPS parent portal. NWEA, dibles and other progress reports and support on how to support their child at home either using software or other resources. Computer access available to parents in the school. NCLB, LSC, BAC, PAT monthly meetings.	
	Bonding		-->	**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	All parents are welcome to the school, clerks, staff and teachers friendly and professional. Parents are highly engaged in various committees such as: LSC, NCLB, BAC and PTA. Classroom Volunteers, Parents meet regularly and attend workshops. The school invites parents to assemblies, reading fair, science fair, robot fair, Day of the child celebration, free student vaccinations, dental, free glasses, coats, computer classes, monthly ashma van and another services to support familes provided by Communities in Schools of Chicago. 2 full time security guards and survelliance cameras.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school provides homebound services when needed, teachers make home visits and the school counselor supports families providing them guidance on how to enroll in social services agencies besides the services provided at school.	
College & Career Exploration and election	-->		**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Principal meeting at the beginning of the school year for students Pre-K through 8th, regarding their future and their ultimate goal -- college. How do you get there? Reminders given mid-year and on an on-going basis. Information about EXPLORE test and student opportunities such as scholarships.	
Academic Planning	-->		**4**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	GWES has high expectations for their students to prepare them for the rigor of the next grade, ultimately preparing them for the next level so that they can be successful. High jump program offered to 5th and 6th grade students to help prepare them for the rigor of HS and ultimately college. EXPLORE test and interest inventory given to 8th graders to keep them on track for HS and College. HS fair, HS Speakers, individual student goal setting, future goals assessments and HS application process provided by counselor.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Sports teams are available -- Volleyball, Basketball, Soccer, Beta Club, Science Olympiad, Battle of the Books, Jr. Great Books, Math Club. Weekly seminars are focused enrichment. 8th Student field trips to corporations.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	*College & Career Assessments*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	EXPLORE exam given to students in 8th grade. It is similar to ACT and keeps students on track to prepare them for H.S. and ACT. Interest inventory also included. Students are encouraged to take the ACT in 6th grade as part of the Northwestern Midwest Academies Talent Search.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	NA	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Promotion Policy addressed all year (beginning, middle and end). Counselor meets with students to discuss effective transitions. 8th Students participate in shadow days, High School Investigation Day, and Freshman -Connection to make the transition easier and less intimidating. Our neighborhood school offers after school programs to our 8th grade students to help them feel welcome and a member of the school community.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	--->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Based on surveys conducted with teachers and students, needs are allocated. At this time it is to sustain our school technology. In addition, our external partners have donated money, and professional support to our students. At GWES students are exposed to the latest technology and in every grade level teachers are providing skills that are relevant and can be applied in the real world.	
	Building a Team	--->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	When there is an opening, at GWES depending on the position needed, teachers have an active participation role. The committee is selected and teachers with various areas of expertise are selected, and relevant questions are asked of the potential candidates. Substitutes and Student teachers are closely monitored and challenged for potential future candidates. Our goal is to always start the school year with all vacancies filled with the best candidates.	
	Use of Time	--->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Struggling students are provided with RtI interventions and assigned schedules are provided. All teachers have built-in time in their schedules for collaboration. Schedules are done in order to meet all the students' academic goals and to achieve school-wide growth goals.	

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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

George Washington Elementary continually provides high quality educational experiences and equal opportunities to learn for all students. We provide academic and emotional support in a caring, nurturing environment. We foster strong parental and community involvement. Gaining knowledge on research based practices and establishing strong literacy and math skills is the heart of our instruction development.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Students in each grade must be proficient in reading and writing in the content area	Selected practice is a pedagogical practice that connects to TIA and integrates higher-level thinking skills into learning (aligned to CCSS)
2	ILT Observing Colleagues: Learning Walk	The ILT observes classrooms focused on the use of the powerful practice, following a period of safe practice. The ILT identifies additional training and supports.
3	RTI response to intervention	Students will be provided with the interventions needed to achieve individual goals established in IEP's: bilingual students or students placed in tier 2.
4	Students in each grade must engage in mathematical challenging practices	Selected practice is a pedagogical practice that connects to TIA and integrates higher-level thinking skills into learning (aligned to CCSS)
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
Students in each grade must be proficient in reading and writing in the content area	Selected practice is a pedagogical practice that connects to TIA and integrates higher-level thinking skills into learning (aligned to CCSS)

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Dibels Progress Moniror students	Instruction	Other student group	Teachers K-2	Quarter 1	On-going		
NWEA Data review on Fall, Winter and Spring	Instruction	All	Teachers 2-8	Quarter 1	On-going		
Student Reading Fair Boards	Instruction	All	Teachers K-8	Quarter 3	Quarter 4		
Teachers and students will collaborate with writing teacher once a week through lesson plans and class	Instruction	All	Writing Teacher and Teachers 1st - 8th	Quarter 1	On-going		
Students will work on Compass Learning Software according to their RIT band twice a week for 30 minutes	Equipment/ Technology	All	Teachers K-8	Quarter 1	On-going		
Renew Compass Learning Software licenses Pre-K -8th	Equipment/ Technology	All	Administration	Summer 2012	Summer 2012		
Students will work on Achieve 3000 according to their Lexile level	Equipment/ Technology	Other student group	Teachers 3rd - 8th	Quarter 1	On-going		
Purchase Achieve 3000 Licenses	Equipment/ Technology	Other student group	Administration	Summer 2012	Summer 2012		
Students in primary grades will use lexia three times a week for 15 minutes	Equipment/ Technology	Other student group	Teacher K-2	Quarter 1	On-going		
Teachers will fully understand the concept of TIA	Instruction	All	ILT Members, and Administration	Quarter 1	On-going		
Purchase Novels needed to develop backward design Lessons	Instruction	All	Teachers Pre-K - 8	Quarter 1	On-going		
Backward Design Units	Instruction	All	Teacher Pre-K-8	Quarter 1	On-going		
Reading in Science and Social Studies	Instruction	All	Teacher Pre-K - 8	Quarter 1	On-going		

Strategic Priority 1

Lexia Monitoring K-3rd	Instruction	Other student group	Teachers K-2	quarter 1	On-going		
Reading Professional Development CCSS	Instruction	All	Teachers K-8	Quarter 1	On-going		
Technology Coordinator	Staffing	All	Teachers Pre-K - 8	Quarter 1	On-going		
Early Childhood supplies	Supplies	Other student group	Pre-K	Summer 2012	Summer 2012		
Early Childhood transportation	Other	Other student group	Pre-K	Quarter 1	On-going		
Early Childhood Seminar, Fees, Subscriptions	Other	Other student group	Pre-K	Quarter 1	On-going		
Technology Repair	Instructional Materials	All	Pre-K - 8th	Quarter 1	On-going		
Summer School Clerk and ESP	Staffing	All	3rd, 6th and 8th	Quarter 1	On-going		
Professional Development	Instruction	All	Teachers Pre-K - 8th	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
ILT Observing Colleagues: Learning Walk	The ILT observes classrooms focused on the use of the powerful practice, following a period of safe practice. The ILT identifies additional training and supports.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will schedule Learning Walks at the beginning of school year	ILT/ Teacher Teams	All	ILT Members - Administration	Quarter 1	On-going		
ILT will develop specific plans for each grade in areas of need	ILT/ Teacher Teams	All	ILT Members - Administration	Quarter 1	On-going		
ILT will train teachers in protocols about learning walks	ILT/ Teacher Teams	All	ILT Members - Administration	Summer 2012	Summer 2012		
Accomplished during common prep times Each teacher in one grade level will visit one classroom in another grade level. Each grade level will visit the grade level before and after their grade level. (2nd grade will visit 1st and 3rd grades)	ILT/ Teacher Teams	All	ILT Members - Administration	Quarter 1	Quarter 4		
Teachers will use a universal template for visitations which are not evaluative in nature. (Mrs. Culkin and Mrs. Real may have samples to share.)	ILT/ Teacher Teams	All	ILT Members - Administration	Quarter 1	Quarter 4		
Information will be shared at GLM and Cluster Meetings.	ILT/ Teacher Teams	All	ILT Members - Administration	Quarter 1	Quarter 4		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description			Rationale				
RTI response to intervention			Students will be provided with the interventions needed to achieve individual goals established in IEP's: bilingual students or students placed in tier 2.				

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students needing interventions will work on Lexia	Instruction	All	Teacher K-5	Quarter 1	On-going		
Dibels Progress Monitoring	Instruction	All	Teachers K-2	Quarter 1	On-going		
NWEA progress monitoring	Instruction	Other student group	Teachers 2-8	Quarter 1	On-going		
Weekly lexia monitoring	Instruction	Other student group	Teachers K-2	Quarter 1	On-going		
Yellow Folder	Instruction	All	Teachers K-8	Quarter 1	On-going		
Monthly Checking of Folders	Instruction	All	Teachers K-8	Quarter 1	On-going		
Weekly RtI Meetings/Committee Meetings	Instruction	All	Teachers K-8	Quarter 1	On-going		
Remediation Plans	Instruction	All	teachers K-8	Quarter 1	On-going		
RtI Binders	Instructional Materials	All	Teachers K-8	Quarter 1	On-going		
Easy CBM	Instructional Materials	Other student group	Teachers K-8	Quarter 1	On-going		
Library Multiple Level and interest resources	Instructional Materials	All	Teachers K-8	Quarter 1	On-going		
Evidence of Rubrics/ Graphic Organizers used in the classrooms	Instruction	All	Teachers K-8	Quarter 1	On-going		
Collaboration Logs	Instruction	All	Teachers K-8	Quarter 1	On-going		
IEP Team Meetings	Instruction	All	Teachers K-8	Quarter 1	On-going		
Grade Level Meetings	Instruction	All	Teachers K-8	Quarter 1	On-going		
Dibels Progress Monitoring	Instruction	All	Teachers K-8	Quarter 1	On-going		
ESP Support Students in RtI Reading and Math	Staffing	Other student group	Primary Grades	Quarter 1	On-going		

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
Students in each grade must engage in mathematical challenging practices	Selected practice is a pedagogical practice that connects to TIA and integrates higher-level thinking skills into learning (aligned to CCSS)

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ST Math Monitoring	Instruction	All	Teachers	Quarter 1	On-going		
Compass Learning	Instruction	All	Teachers	Quarter 1	On-going		
Real World Math Problems	Instruction	All	Teachers	Quarter 1	On-going		
Extended Response Rubrics	Instruction	All	Teachers	Quarter 1	On-going		
Manipulatives	Instruction	All	Teachers	Quarter 1	On-going		
Math Professional Development CCSS	Instruction	All	Principal, AP	Quarter 1	On-going		
Technology	Instruction	All	Teachers, Principal, AP, Tech Coordinator	Quarter 1	On-going		
Algebra	Instruction	Other student group	Teacher	Quarter 1	On-going		
Dibels Math	Instruction	Other student group	Teahcers K-2nd	Quarter 1	On-going		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan | | | | | | ### Monitoring | |

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