Daniel Webster Elementary School

Garfield-Humboldt Elementary Network

4055 W Arthington St Chicago, IL 60624

ISBE ID: 150162990252505

School ID: 610221
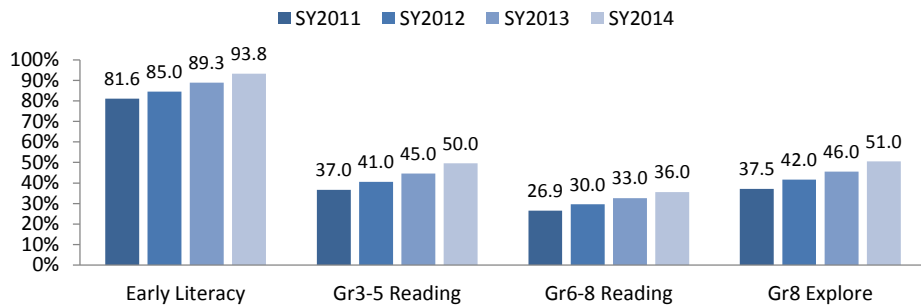
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Mission Statement

Webster's teachers, administration, staff, parents and community are united in their efforts to provide a safe learning environment that encourages students inquiry, risk-taking and literacy enhancement that will assure our children are college bound life-long learners.
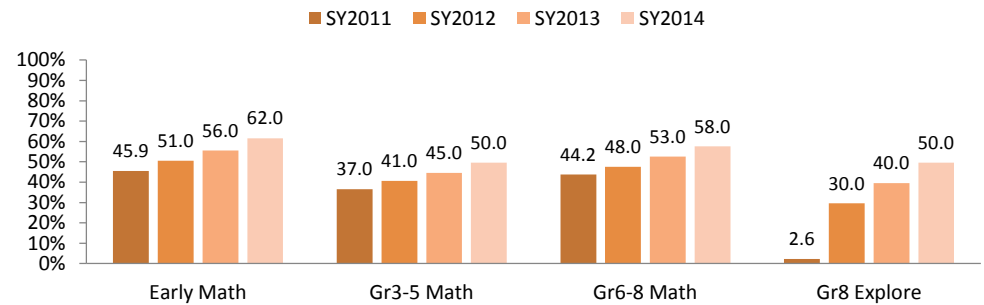
Strategic Priorities

1. Familiarizing and embedding Common Core Standards within the curriculum specifically in Reading, Math and Science

2. Use of assessments data to drive instruction and create individualize action plans to promote student growth and achievement in Reading, Math and Science

3. To utilize leadership and data team more effectively through the use of professional development with staff to establish goals and gain a transparent understanding of those goals

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	81.6	85.0	89.3	93.8
Gr3-5 Reading	37.0	41.0	45.0	50.0
Gr6-8 Reading	26.9	30.0	33.0	36.0
Gr8 Explore	37.5	42.0	46.0	51.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	45.9	51.0	56.0	62.0
Gr3-5 Math	37.0	41.0	45.0	50.0
Gr6-8 Math	44.2	48.0	53.0	58.0
Gr8 Explore	2.6	30.0	40.0	50.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Daniel Webster 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
Princetta Preston-Scott	Principal
Rona House	Assistant Principal
Krissandra Taylor-Walker	Classroom Teacher
Jennifer Hankes	Lead/ Resource Teacher
Debra Taylor	Other
Cornelius Cook	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Daniel Webster Elementary School

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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	81.6	85.0	89.3	93.8	**Early Math** % of students at Benchmark on mClass	45.9	51.0	56.0	62.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.0	41.0	45.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.0	41.0	45.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.6	63.0	69.0	76.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	63.3	69.0	76.0	84.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.9	30.0	33.0	36.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.2	48.0	53.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.8	65.0	72.0	79.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.8	64.0	70.0	77.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	37.5	42.0	46.0	51.0	**Explore - Math** % of students at college readiness benchmark	2.6	30.0	40.0	50.0

2012-2014 Continuous Improvement Work Plan

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Elementary Goal Setting

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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	94.8	95.0	96.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	5.7	5.0	4.5	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	78.0	81.9	86.0	90.3	**ISAT - Reading** % of students exceeding state standards	21.0	23.0	25.0	28.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.9	87.0	91.4	96.0	**ISAT - Mathematics** % of students exceeding state standards	25.9	29.0	32.0	35.0
ISAT - Science % of students meeting or exceeding state standards	80.3	84.3	88.5	92.9	**ISAT - Science** % of students exceeding state standards	4.9	5.5	6.1	6.6

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• School leaders in collaboration with ILT have established goals and action plans that are focused on improving student attendance, engagement and achievement by specified measures. • Our theory of action encompasses collaboration among all stakeholders allowing them the opportunity to share ideas and interpret data that facilitate growth and achieve our goal as a school; to assure that our children are college bound life-long learners. • Grade level teams along with the leadership distribute data and clearly articulate goals to students and parents as well as create action plans for student success	
	Principal Leadership	-->		**3**
	• 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.	• Professional learning opportunities are provided for our teachers focusing on improving student learning. • Performance management sessions focusing on 5 week assessments an how to utilize the data from these assessments to gage instructional decision-making or practices • Teacher-team meetings in which teachers analyze student work and collaborate on successful teaching strategies • Walk through by Principal and Leadership team highlights focus areas • Co-teaching is encouraged and practiced quarterly • In addition to Open House, Family Read Night, Math Night and Community Give-a-ways and Parent workshops on how to help their student(s) • Model the use of data to make decisions • Regularly ask staff to identify the data they use to make a decision and the decisions they made. Teachers are asked to be reflective about those decisions and create action plans	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Teachers who are invested in School leadership in one or more areas • Functioning ILT Team and Data Team that meets on a regular basis • Teachers leading Professional Development activities by making a presentation or sharing practice • Serving on the Local School Council (LSC) • Looking at student work, collecting and analyzing data, and developing clear expectation of student performance during grade level meetings • Teachers research, apply, and received grant monies from various sources to aid in the instructional capacity. • Grade level teams collaborate to form a working curriculum addressing each of the four core group	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)		-->	
• 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	• Instructional Leadership team analyzes test data throughout the school year and this data is used to identify at-risk students in order for teachers to differentiate instruction for students including those with special needs. • Common planning time for grade level and vertical team meetings, allowing teachers to collaborate to improve student performance • Facilitate and coordinate professional development activities that tie into our school goals • ILT informal walk through assists the staff to assess the current needs as well as whats working in the school • ILT consist of primary, intermediate and upper grade teachers • Identify high-performance students	
Monitoring and adjusting		-->	3
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• Instructional Leadership team analyzes test data throughout the school year and this data is used to identify at-risk students in order for teachers to differentiate instruction for students including those with special needs. • ILT team analyzes five week assessments and creates action plans that are distributed to teachers at grade level meetings for further analysis, planning and implementation • Grade level teams created tool for distributing and communicating student data to students/parents	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• Teachers in grades 3 -8 have an Area-directed Reading, Math and Science Pacing Guide that specifies the standards teachers should teach and in what order. • Teachers develop his/her own standard based units of instruction. • Grade level teams align instruction for collaboration and continuity. • Assessments are used constantly to monitor student growth • Materials such as basal and subscriptions are provided allowing for differentiation among complexity of literature	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Each grade level has a set of core instructional materials that are aligned with State Standards • Each grade level including students with special needs has access to supplemental materials to address gaps in core instructional materials such as Study Island, Read 180, and Achieve 3000, Performance Series and Trade Books. • Fiction and non-fiction books	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Data is provided to the ILT team and Teacher Teams • 5 week assessments are provided by the Network for grades 3 – 8 • Assessment accommodations and modifications are provided for students who receive special services • Data Binder is kept and updated with student data • Grade level assessments are created which included constructed response and performance mastery • Teachers use varying means of assessments for students to demonstrate learning	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• To help close the achievement gap between students with/without disabilities including differentiated instruction the following instructional practices, strategies and resources are used: Implementation of the A7RS-17 (meaningful activities that cover 17 comprehensive reading skills incorporating ISAT question stems while identifying learners strengths and weaknesses.); implementation of ASWD in grade k - 2 (Area Sight Word Development); implementation of AMAT (Area Math Assessment) & ASA (Area Science Assessment); Read 180; Study Island; Scantron Performance Assessment • Collaborative meetings between preschool and primary grade teachers to address skills that should be mastered before escalating to the next grade. This will lead to more students achieving benchmark in all DIBELS measures. Literacy Coach that model strategies, and monitors DIBELS and ASWD progression.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• Standardized tests are used to identify those students needing intervention • Intervention includes RTI, personal learning plans, small group instruction, and push-in support provided by Resource Staff • Small group instruction for intervention • Students targeted for intervention are reassessed biweekly and new groups are formed as needed	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• The school provides high-quality professional development in an effort to improve teachers' knowledge of Illinois State Standards and to improve the quality of instruction • The school provides on-going professional development beginning with Dr. Radner in August • Professional development is provide for teachers and given by teachers • The implementations of professional developments are monitor • Professional development binder is kept in the Data Room as a resource	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Weekly Teacher-team meetings in which teachers analyze student work and collaborate on successful teaching strategies • Teachers meet quarterly in grade level planning using summative assessment results to create action plan • Teachers share thoughts about ways to improve the inputs, the outputs, or ways they might support improvement • Teachers provides support to each other as they implement new initiatives • Collaborate grade level groups encompass SpEd and share strategies / accommodations to be implemented when SpEd students push-in	
	Instructional coaching	-->		**3**
	• 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.	• Classroom observations by new teachers • Teachers are provided with individual professional development • New teachers receive peer coaching, as well as quality feedback • Administration and Peer visitation are used to provide teachers with instructional support and feedback • Plans that address all teacher needs • Cross classroom visitation is also used • Teachers are encouraged to try new techniques and are given feedback and support	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• 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	• All stakeholders are committed to creating an environment that supports and encourages a collegiate culture • Teachers set high expectations of students and prepare them to meet the goal of becoming college life-long learners. • Implementation of college research by the staff to the students • College banners are displayed throughout the school creating a college expiring atmosphere • Create an atmosphere that every student can achieve their goals	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Teachers and staff members create a culture of trust where students feel comfortable to share problems and seek assistance. • Students feel they can talk to teachers and support staff about problems • Teachers and students treat each other with respect • Alternate to suspensions, clean-up crew and/or in-house assignment	
	Behavior& Safety	-->		**3**
	• 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.	• Most students feel comfortable and safe coming to school. • To some students school is an escape from family problems • Webster adheres to the CPS Student Code of Conduct Handbook. Students are introduced to SD Code and are aware of consequences • Incorporating Patrol Boys • Implementation of Safety Procedures and monitoring their execution • Rules posted in positive language	

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Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement *Expectations*		-->	**3**
• 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.	• Open House at beginning of year that allows teachers to explain promotion policy, expectations, and sign Teacher-Parent-Student Compacts • Parents are shown how to use CPS Parent Portal • Regular newsletter • Selective Enrollment Booklet distributed to families at Family Night • Every grade level introduces expectations and standards to parents • Informational sheets sent home	
Ongoing communication		-->	**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Communication between parent and teacher is conducted by way of Report card pickup, CPS Parent Portal, Call-logs, and scheduled Parent Conferences • Parents are kept abreast of truancy, absenteeism and drastic change in child 's behavior • Parents are encouraged to support and monitor child use of online software programs such as Study Island and Achieve 3000.	
Bonding		-->	**3**
• 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.	• Authentic and engaging activities in the school community, field trips, parent volunteer opportunities, community fruit and clothing give away, and adult literacy (GED) classes • Webster encourages respect among students and staff • Providing opportunities for parents such health classes, financial classes, technology classes and field trips having to do with technology	

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.	• Webster provides support to those families that are in need by providing clothing, food, and other necessary items; if additional services are needed, families are referred to the proper agency • On-site Social Worker • Annual Christmas give-away of donations	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	• Webster is moving towards building a college readiness culture through research. Currently, college banners are displayed in the front foyer to help students visualize the long-term goal of college and career readiness. • Achieve 3000 with 8th grade	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	• Webster's 8th grade students are introduced to the college readiness program via the selected enrollment process. Students are made aware of how to select a high school based on their academic, future career goals and extracurricular interests. This will help students when they are really to select a college • Counselor • Academic Programs • All grade levels are included in a Career Day and College Day	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	• Through our partnership with Prudential, students are exposure to job and career readiness skills. The school offers a variety of afterschool programs such as Mad Science, Girl Power, Sports and Leadership	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• 8th grade students at Webster are administered the Explore Test to promote college and career readiness. • School promotes participation in college and career readiness • Prudential Career and Workforce Fair • Middle school students visits The College Fair at Navy Pier	
	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.	n/a	
	Transitions	-->		**3**
	• 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.	• To promote a smooth transition between grades students are given opportunities to visit next grade level, to complete activities for the next grade, given a syllabus outlining expectations for the upcoming grade. • In addition 8th graders shadow, attend Open House and Orientation • Outgoing teacher and incoming teacher meet and discuss expectations for the next grade level	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources*** -->			**3**
	• 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.	• Discretionary spending is aligned with needs and priorities • Looking for partnerships to help with enrichment opportunities	
	Building a Team -->			**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Hiring is conducted after an assessment of student need, staff capacity, and scheduling process. • Interview typically consist of an interview with the principal or a team from the school and are allowed to demonstrate his/her skill in the classroom • Candidate may demonstrate a lesson and sit with a team for discussion	
	Use of Time -->			**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• Webster has an efficient schedule based on school and students needs, with non-negotiable reading blocks/language arts. • Weekly team /grade level meetings	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Webster's teachers, administration, staff, parents and community are united in their efforts to provide a safe learning environment that encourages students inquiry, risk-taking and literacy enhancement that will assure our children are college bound life-long learners.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Familiarizing and embedding Common Core Standards within the curriculum specifically in Reading, Math and Science	To look at where we are now and assure that all students are given the opportunity to broaden their sense of knowledge, and are able to be competitive in order to achieve college readiness.
2	Use of assessments data to drive instruction and create individualize action plans to promote student growth and achievement in Reading, Math and Science	Based on ISAT, Scantron, and Area Assessment results students are not meeting target goals because data is not being used effectively to drive student needs for achievement. Goal is to use information gathered through other resources to meet exceed. Use all areas of assessments to achieve learning goals.
3	To utilize leadership and data team more effectively through the use of professional development with staff to establish goals and gain a transparent understanding of those goals	Through the use of effective professional development teachers will gain value knowledge of how to achieve the school goals through instruction, and professional growth.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Familiarizing and embedding Common Core Standards within the curriculum specifically in Reading, Math and Science	To look at where we are now and assure that all students are given the opportunity to broaden their sense of knowledge, and are able to be competitive in order to achieve college readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core align	Professional Development						
Professional development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade level team	Professional Development	All	Administration Teachers	Summer 2012	Quarter 1		
Purchase instructional materials including novels, nonfiction text, national geographic, time for kids, scholastic, subscription to tribune newspaper	Instructional Materials	All	Business Manager	Summer 2012	Quarter 1		
Unit lesson planning correlated with CCS	Instruction	All	Administration	On-going			
Provide parent workshops on Common Core Standards	Parental Involvement	All	ILT/Teacher Team/PAC	Quarter 1	Quarter 4		
45 minutes of extra teacher planning time to plan CCS activities	Instruction	All	Teachers	Quarter 1	Quarter 4		
Improving use of data throughout the school	Instruction	All	Teachers	Quarter 1	Quarter 4		
Use of regrouping to support growth	Instruction	All	Teachers	Quarter 1	Quarter 4		

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
Use of assessments data to drive instruction and create individualize action plans to promote student growth and achievement in Reading, Math and Science	Based on ISAT, Scantron, and Area Assessment results students are not meeting target goals because data is not being used effectively to drive student needs for achievement. Goal is to use information gathered through other resources to meet exceed. Use all areas of assessments to achieve learning goals.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Provide teachers with EOY data for analysis	Instruction	All	Administration	Summer 2012	Quarter 4		
Create student matrix and create action plan detailing what met	Instruction	All	Teachers	Quarter 1	Quarter 4		
More consistent monitoring of action plans	Other	All	Administration	Quarter 1	Quarter 4		
Provide Professional Development on analyzing data	Professional Development	All	Administration/ILT/ Data Team	Quarter 1	Quarter 4		
All children will work toward their highest level	Instruction	All	Teachers	Quarter 1	Quarter 4		
Provide opportunities for career and college information and events	Other	All	Administration/Teachers	Quarter 1	Quarter 4		
Create a consistent learning and nuturing environment	Instruction	All	Administration / Teachers	Quarter 1	Quarter 4		
All students know their data and what is necessary to get them to the next level	Instruction	All	TEachers	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
To utilize leadership and data team more effectively through the use of professional development with staff to establish goals and gain a transparent understanding of those goals	Through the use of effective professional development teachers will gain value knowledge of how to achieve the school goals through instruction, and professional growth.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development on analyzing data	Professional Development	All	Administration/ILT/ Data Team	Summer 2012	Quarter 4		
Professional development center on rigorous teaching strategies	Professional Development	All	Administration/ILT/ Data Team	Quarter 1	Quarter 4		
Ongoing CCSS professional development	Professional Development	All	Administration/CCSS	Summer 2012	Quarter 4		

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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