



2012-2014 Continuous Improvement Work Plan

John Whistler Elementary School

Lake Calumet Elementary Network
11533 S Ada St Chicago, IL 60643
ISBE ID: 150162990252512
School ID: 610225
Oracle ID: 25831



Mission Statement

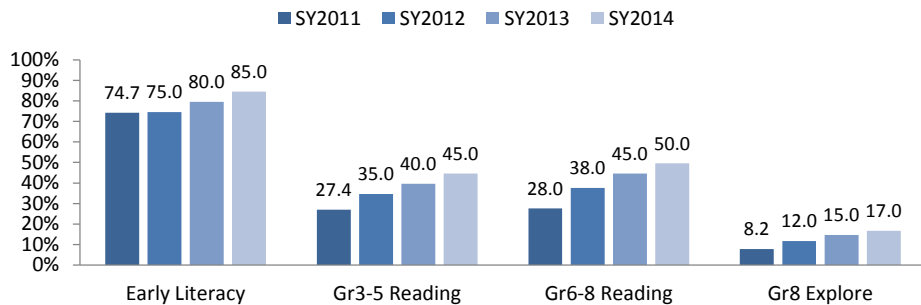
John Whistler Elementary Math and Science Lake Calumet Network School's mission is to provide a student centered learning environment that provides instruction and rigor for all students in Common Core reading, mathematics, science, writing and technology. Teachers will be highly qualified and will implement Common Core instruction with fidelity to promote challenging and higher order instruction to meet the academic needs of all students to prepare them for college and the world of work. We will become a community of learners that places an emphasis on collaboration among parents, teachers, schools and the community. Students will be life long learners.

Strategic Priorities

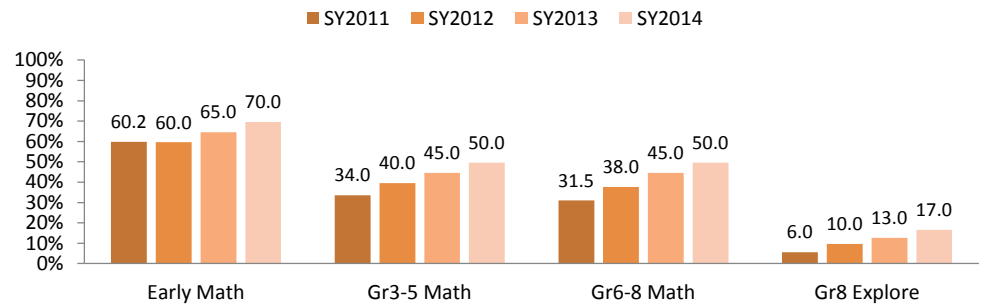
1. Improve the complexity level of questioning in all content areas
2. Provide CCSS professional development for ILT members
3. Increase the use of technology to help students remediate their weaknesses and advance their strengths
4. Implement CHAMPS school-wide
5. Create a data room and individual data binders for each teacher classroom

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

| School Name | |
|---|---------------------------------|
| To get started, please select your school's name from the drop down list: | John Whistler 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 |
| Cara Diggs | Principal |
| Alfreda Brown-Blalock | Assistant Principal |
| Diane Villarreal | Classroom Teacher |
| Helen Richardson | Classroom Teacher |
| Dawn Lader | Classroom Teacher |
| Erin Sienkiewicz | Classroom Teacher |
| Alexis Thorpe | Special Education Faculty |
| Carla Thomas | LSC Member |
| Sybil Allison | Other |
| | |
| | |
| | |



Elementary Goal Setting

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

Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | 74.7 | 75.0 | 80.0 | 85.0 | | Early Math % of students at Benchmark on mClass | 60.2 | 60.0 | 65.0 | 70.0 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 27.4 | 35.0 | 40.0 | 45.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 34.0 | 40.0 | 45.0 | 50.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 49.0 | 55.0 | 60.0 | 65.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 61.2 | 70.0 | 75.0 | 80.0 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 28.0 | 38.0 | 45.0 | 50.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 31.5 | 38.0 | 45.0 | 50.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 51.2 | 60.0 | 65.0 | 70.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 50.4 | 60.0 | 65.0 | 70.0 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | 8.2 | 12.0 | 15.0 | 17.0 | | Explore - Math % of students at college readiness benchmark | 6.0 | 10.0 | 13.0 | 17.0 |



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 | 92.4 | 95.0 | 95.0 | 95.0 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 11.1 | 7.0 | 5.0 | 3.0 |

State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| ISAT - Reading % of students meeting or exceeding state standards | 65.6 | 72.0 | 77.0 | 80.0 | | ISAT - Reading % of students exceeding state standards | 4.1 | 8.0 | 10.0 | 12.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 70.5 | 75.0 | 80.0 | 85.0 | | ISAT - Mathematics % of students exceeding state standards | 5.4 | 10.0 | 12.0 | 15.0 |
| ISAT - Science % of students meeting or exceeding state standards | 72.5 | 77.0 | 80.0 | 85.0 | | ISAT - Science % of students exceeding state standards | 7.5 | 13.0 | 15.0 | 17.0 |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|---|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | |
| | <ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. | <ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | <ul style="list-style-type: none"> *Scantron data results are used to determine goals and direction instruction. *Instrucitonal Target established as Questioning *Reverse to TAP rubric and scheduling *Our school has developed goals and a plan based on data. Our school has also defined key levers. However, we often allow other priorities to get in the way. | |
| | Principal Leadership -----> | | | |
| | <ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | <ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | <ul style="list-style-type: none"> *Principal communicates available outside professional development which will enhance teacher knowledge and practices. *Professional learning planned to center around our instructional target *Schedule safe practice, peer visits, and learning walks. *Principal commnicates available PD's outside building and webinars. *Our staff development is only now becoming linked to whold staff and teacher teams. College and Career readines is anew and consistent focus but has not always been. Families and commnuities only involved for Open Hous and the occasional curriculum night. | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Teacher Leadership -----> | | | |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <ul style="list-style-type: none"> *Grade level teacher teams meet weekly to collaborate on lesson planning, professional development readings and safe practices. *Data team-All teachers *RTI Team *SIPAAA/CWIP Team, LSC, Teachers/ Administration *Union Representative *Teachers concerns and ideas are represented through the LSC, ILT, Grade level meetings *Staff created PD * | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Instructional Leadership Team (ILT) -----> | | | |
| <ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. | <ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | <p>The ILT is comprised of teachers from each grade level, including special education teachers.</p> <p>*ILT team reflects on effectiveness and takes actions to improve functioning by meeting regularly to created meaningful Professional Developments opportunities for staff.</p> <p>*Beginning to facilitate a 2-way communication.</p> | |
| Monitoring and adjusting -----> | | | |
| <ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | <ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | <p>Teachers have developed a data wall to reflect student progress or lack thereof. Data is updated after each assessment.</p> | |

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|---|--|---|---|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | |
| | <ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. | <ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | <p>*For all core subjects utilized learning priorities developed and mapped out by Depaul Univeristy Dr. B. Radner.</p> <p>MORE FORTH COMING</p> <p>All previous and current textbooks have provided lessons that represent instruction directed to students with disabilities</p> | |
| | Instructional materials -----> | | | |
| | <ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <ul style="list-style-type: none"> All previous and current textbooks have provided lesson that represent instruction directed to students with disabilities. Teachers have access to the same instructional materials. Instructional materials are easily adapted for students with disabilities. | |
| <p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p> | | | | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|---|--|------------|
| Assessment -----> | | | |
| <ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. | <ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | <ul style="list-style-type: none"> *Data walls are available *Scantron reports are available *IMPACT information *The use of data attained through Benchmark and District/State Assessments drive the type of Assessments teachers use. *Students with disabilities are tested with the appropriate accommodations and modifications as per their IEP. *Done on individual basis and documented on IEP.Goals_and_TOA | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|----------|------------|
| <i>Instruction</i> -----> | | | |
| <ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. | <ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|---|------------|
| Professional Learning | Intervention -----> | | | |
| | <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <ul style="list-style-type: none"> *RTI Team Assessments *IEP Team *Interventions include in-class small group instruction and additional supports outside of the classroom. *RTI Team assessments *IEP Team | |
| | Whole staff professional development -----> | | | |
| | <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <ul style="list-style-type: none"> *Dependent on CPS administration's direction for Principals *Professional development is continuous and relevant to instructional targets and CHAMPS Program. *Plan is dependent on staff needs and district needs. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---------------------|--|---|---|------------|
| DIMENSION 3: | Grade-level and/or course teams -----> | | | |
| | <ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. | <ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. | <ul style="list-style-type: none"> *Common Prep periods ensure weekly grade level meetings to analyze data, and plan instruction. *Teams consist of :General Education Teacher, Special Education Teachers, and the Schools IEP Team. *Teams keep agendas, and keep summaries of topics discussed and those staff members in attendance. | |
| | Instructional coaching -----> | | | |
| | <ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. | <ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. | <ul style="list-style-type: none"> *N/A | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | |
| | <ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | <ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice | | |
| | Relationships -----> | | | |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. | <ul style="list-style-type: none"> *Students with disabilities are included as determined by their LRE. *Students with disabilities participate in fieldtrips and assembly with non-disabled peers. *Students with disabilities participate on all sports teams, dance groups, gym, library, music programs. *The percentage of students participating in Inclusion has increased. | |
| Behavior & Safety -----> | | | | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | <ul style="list-style-type: none"> *Adopted PBIS AND CHAMPS to build on positive behavior. | |

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|---|--|--|--|------------|
| DIMENSION 5: Family and Community Engagement | Expectations -----> | | | 3 |
| | <ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. | <ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | <ul style="list-style-type: none"> Principal hosts along with the PAC an Annual NCLB orientation meeting to explain policy, share the budget with parent and etc. Report Card Pick-up Open-House is used as a time to meet with parents to communicate plans for student improvement. Monthly News Letters LSC Meetings Conversion to Common Core with family panels are under construction. | |
| | Ongoing communication -----> | | | 3 |
| | <ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | <ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | <ul style="list-style-type: none"> YMCA Community Schools Program Parents have access to parent portal Parents receive automated telephone calls Conversation with parents while on duty Grade progress sheets Parent PAC monthly meetings | |
| Bonding -----> | | | 3 | |
| | <ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> YMCA Community Schools Program School has awards assemblies, Open House, Science Fairs, open to the community showing authentic student work. YMCA and Whistler School provides GED Program for parents and former students | |

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| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|---|------------|
| N 6: College and Career Readiness Supports | Specialized support -----> | | | 3 |
| | <ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. | <ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | <ul style="list-style-type: none"> *Staff makes visits to student homes as necessary. *Conferences are conducted with parent to understand and support parents and students as needed. *Uniforms, school supplies, school fees and fieldtrips are provided to homeless students *Librarian and community school provided financial literacy | |
| | College & Career Exploration and election -----> | | | 2 |
| | <ul style="list-style-type: none"> Information about college or career choices is provided. | <ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | <ul style="list-style-type: none"> * Upper Cycle teachers and the Counselor regularly meet with students to discuss college and career paths. *Counselor provides flies and information to students and parents | |
| Academic Planning -----> | | | 1 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | <ul style="list-style-type: none"> *Students participated in the network's Career Fair | | |
| Enrichment & Extracurricular Engagement -----> | | | 3 | |
| <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | <ul style="list-style-type: none"> *Sports -Basketball (Girls/Boys), Volleyball *Joffrey Ballet's Community Engagement Program *May I Have This Dance * Bulls Fitness Center "Energize Program" | | |

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 |
|---------------------------|--|---|--|------------|
| DIMENSIO | College & Career Assessments -----> | | | 2 |
| | <ul style="list-style-type: none"> Students do not participate in college and career ready assessments | <ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. | <ul style="list-style-type: none"> *Eighth grade students participate in Explore assessments. *Some students take the ACT assessment to enroll in 7th/8th accelerated academic program. | |
| | College & Career Admissions and Affordability -----> | | | 2 |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | <ul style="list-style-type: none"> *Whistler's counselor speaks to students individually and in groups of what credentials you need to get into an accerlerated program or college. *Whistler's 7th snf 8th grade students participated in the Career Fair provided in the Network | |
| Transitions -----> | | | 2 | |
| | <ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. | <ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. | <ul style="list-style-type: none"> *PFA students moving on to kindergarten spend part of the day in the kindergarten room to become acclimated to being in school all day and the new curriculum *Eighth grade students participate in High School Shadow Day | |

School Effectiveness Framework

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

| | | Typical School | Effective School | Evidence | Evaluation |
|---|---|--|--|----------|------------|
| DIMENSION 7: Resource Alignment | Use of Discretionary Resources -----> | | | | 3 |
| | <ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. | <ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | <ul style="list-style-type: none"> *Academic software purchased (Kinney's) to differentiate instruction. *Whistler partners with the Y in its afterschool Community Program *Whistler partners with CICS to provide additional extracurricular experiences for students *Funds used to purchase LCD projectors, Smartboards and Elmo's for all classroom | | |
| | Building a Team -----> | | | | 2 |
| <ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. | <ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. | <ul style="list-style-type: none"> * Staff is hired based on student academic needs * Candidates are selected based on their credentials * Candidates are hired based on prior experiences and student success(evidence based on student scores and teacher ratings *Grade appropriate team/subject area are part of the interview and selection process | | | |
| Use of Time -----> | | | | 2 | |
| <ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | <ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. | <ul style="list-style-type: none"> *Teachers have common preparation periods per week *School schedule still on minutes per subject, but moving towards scheduling with student needs in mind. *The school schedule allows for teacher teams to collaborate and struggling students do have dedicated blocks of time for RTI. | | | |

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

John Whistler Elementary Math and Science Lake Calumet Network School's mission is to provide a student centered learning environment that provides instruction and rigor for all students in Common Core reading, mathematics, science, writing and technology. Teachers will be highly qualified and will implement Common Core instruction with fidelity to promote challenging and higher order instruction to meet the academic needs of all students to prepare them for college and the world of work. We will become a community of learners that places an emphasis on collaboration among parents, teachers, schools and the community. Students will be 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 | Improve the complexity level of questioning in all content areas | Then student work generated will be more rigorous |
| 2 | Provide CCSS professional development for ILT members | Then ILT will participate in instructional rounds to identify trends in the instructional program |
| 3 | Increase the use of technology to help students remediate their weaknesses and advance their strengths | Then staff will be able to use data to identify students strengths and weaknesses. The data will be utilized to create flexible instructional groups |
| 4 | Implement CHAMPS school-wide | Then the number of student referrals to the office will decrease and provide more time on task for students. The culture and climate will improve. |
| 5 | Create a data room and individual data binders for each teacher classroom | Then teachers will be able to identify students strengths and weaknesses |



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 |
|--|---|
| Improve the complexity level of questioning in all content areas | Then student work generated will be more rigorous |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|------------|----------|--------------|-------------------|-------|-----------|--------|-----------------------|
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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 |
|---|---|
| Provide CCSS professional development for ILT members | Then ILT will participate in instructional rounds to identify trends in the instructional program |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------------------|----------------|-------------------|-----------|-----------|--------|-----------------------|
| Identify ILT members | Other | All | Administration | Quarter 1 | Quarter 2 | | |
| Create Theory of Action Plan | ILT/ Teacher Teams | Not Applicable | ILT Team | Quarter 2 | Quarter 2 | | |
| Establish meeting norms | ILT/ Teacher Teams | All | ILT Team | Quarter 1 | Quarter 2 | | |
| Identify Powerful Practice | ILT/ Teacher Teams | All | ILT Team | Quarter 2 | Quarter 3 | | |
| Choose a professional book for powerful practice | ILT/ Teacher Teams | Not Applicable | ILT Team | Quarter 3 | Quarter 3 | | |
| Share professional book with staff | Instructional Materials | Not Applicable | ILT Team | Quarter 4 | | | |
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Strategic Priority 2

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Strategic Priority 3

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

| Strategic Priority Description | Rationale |
|--|--|
| Increase the use of technology to help students remediate their weaknesses and advance their strengths | Then staff will be able to use data to identify students strengths and weaknesses. The data will be utilized to create flexible instructional groups |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|----------------|-------------------|-------------|-----------|--------|-----------------------|
| Identify type of technology tool | Equipment/Technology | All | ILT Team | Quarter 3 | | | |
| Purchase technology tool | Equipment/Technology | All | Administration | Summer 2012 | | | |
| Select professional development needed | Professional Development | All | Teacher Team | Quarter 4 | | | |
| Allocate funds for professional development | Professional Development | Not Applicable | ILT Team | Quarter 2 | Quarter 4 | | |
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Strategic Priority 3

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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 |
|--------------------------------|--|
| Implement CHAMPS school-wide | Then the number of student referrals to the office will decrease and provide more time on task for students. The culture and climate will improve. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|------------|----------|--------------|-------------------|-------|-----------|--------|-----------------------|
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Strategic Priority 5

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

| Strategic Priority Description | Rationale |
|---|--|
| Create a data room and individual data binders for each teacher classroom | Then teachers will be able to identify students strengths and weaknesses |

Action Plan

Monitoring

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