



2012-2014 Continuous Improvement Work Plan

Eli Whitney Elementary School

Pilsen-Little Village Elementary Network

2815 S Komensky Ave Chicago, IL 60623

ISBE ID: 150162990252513

School ID: 610227

Oracle ID: 25841



Mission Statement

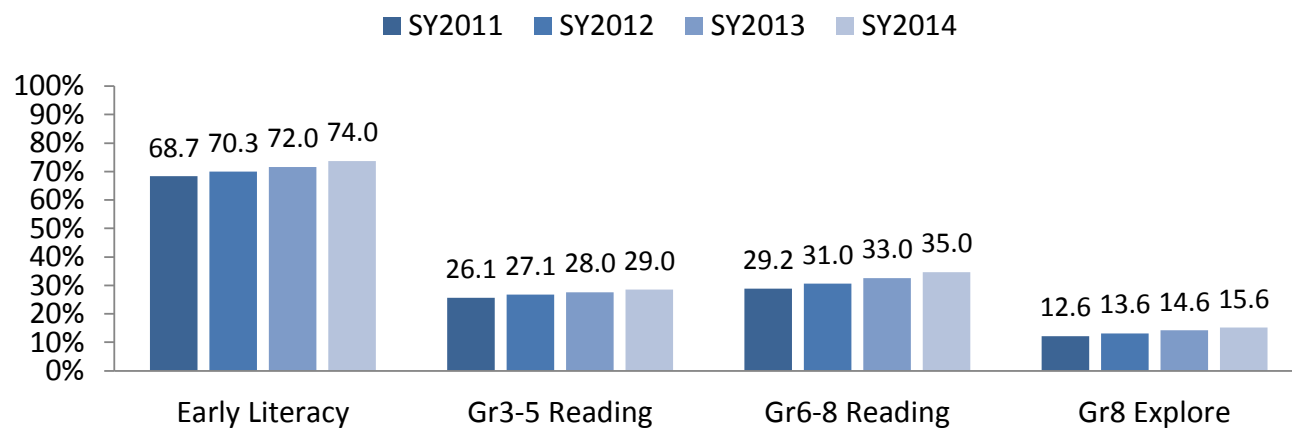
Eli Whitney Elementary School will challenge our students to reach their true potential academically, socially and emotionally through academic excellence in order to prepare them for higher education not just to become better students, but better citizens as well. We are committed to promote high achievement through academic rigor and integration of technology across the curriculum.

Strategic Priorities

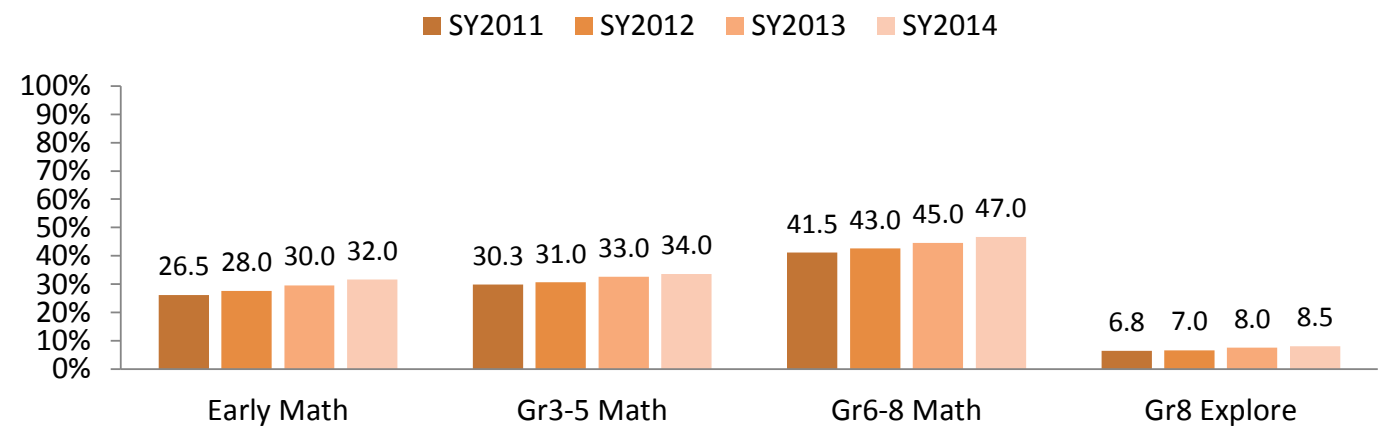
1. Teachers will use Common Core State Standards to guide instruction.
2. Teachers will plan for rigorous instruction through focused teaching points and objectives that require students to think and perform at higher levels of understanding through DOK.
3. Ensure a strategic and gradual transition into English for ELLs within a TBE model focused on meeting academic and linguistic needs of students based on individual proficiency levels.

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:	Eli Whitney 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
Jorge Ruiz	Principal
Selena Estka	Assistant Principal
Elsa Diaz-Santiago	Lead/ Resource Teacher
Christine Gialamas	Lead/ Resource Teacher
Jeanette Briseno	Classroom Teacher
Michelle Hernandez	ELL Teacher
Lizabeth Ramirez	ELL Teacher
Liliana Hernandez	LSC Member
Liliana Hernandez	LSC Member
Azucena Sanchez	LSC Member
Cristina Barraza	LSC Member
Araceli Capetillo	LSC Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	68.7	70.3	72.0	74.0		Early Math % of students at Benchmark on mClass	26.5	28.0	30.0	32.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.1	27.1	28.0	29.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	30.3	31.0	33.0	34.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.5	56.0	58.0	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.8	62.0	65.0	67.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.2	31.0	33.0	35.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	41.5	43.0	45.0	47.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.3	56.0	58.0	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.3	57.0	59.0	61.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	12.6	13.6	14.6	15.6		Explore - Math % of students at college readiness benchmark	6.8	7.0	8.0	8.5



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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	95.8	96.0	96.2	97.0					
					Misconducts Rate of Misconducts (any) per 100	11.6	22.0	15.0	10.0

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	65.0	66.0	69.0	72.0		ISAT - Reading % of students exceeding state standards	9.4	10.5	12.0	14.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.7	80.0	83.0	85.0		ISAT - Mathematics % of students exceeding state standards	15.0	16.0	18.0	20.0
ISAT - Science % of students meeting or exceeding state standards	60.9	61.0	63.0	65.0		ISAT - Science % of students exceeding state standards	3.1	4.1	6.0	8.0

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 ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Primary cycle utilizes DIBELS, IDEL, TRC and mClass data to assess student growth in literacy and mathematics. In the intermediate and upper cycles teachers use formative assessments such as Scantron to determine student's level of proficiency in reading and mathematics. We also utilize ACCESS and ISAT information, DWWA, and Explore data to drive instruction based on student need. As a school, we have focused on the the architecture of a mini-lesson for providing instruction which is identified as a key lever in the school's theory of action. Teachers analyze data and focus on clear and explicit goals based on student needs for instruction in order to assist students to meet their target gain and narrow the achievement gap. The school has established a Theory of Action with specific key levers and is in the process of working with teachers on implementation. Teachers meet per grade level to discuss data.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The Principal conducts routine classroom observations in which post-conferences are used as an opportunity to provide teachers with feedback on their practice and discuss alignment to Theory of Action. Grade Level Performance Management meetings are conducted after Scantron administration to discuss student areas of strength and concern. Teachers are encouraged to share data with students so that personal goals are established. Families are informed about student progress, school initiatives, and program offerings through monthly BAC and PAC meetings. A high school fair is conducted once a year for all 7th and 8th grade students to attend. Middle school students (6-8th) attend a college campus in order to instill the importance of a post-secondary education. We also conduct family literacy nights with book fair opportunities to involve parents in reading learning activities to promote literacy at home. We also have a community school which provides provides programming for students and parents.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Although we have teacher leaders that are very invested in the overall success of students at the school, it is usually the same teachers who participate. These few members are responsible for disseminating information to their respective team members and reporting back to the ILT. Some teachers do participate in regular professional development activities and share strategies learned with grade level colleagues. The bilingual lead teacher has regular monthly meetings to discuss professional development and instructional strategies. Middle School meets through a consortium and meets biweekly to discuss planning ideas and working collaboratively to build a strong middle school to nurture a college readiness environment.</p>	

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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 consists of educators representing the various critical areas including bilingual education, primary, intermediate, and upper grade cycles. However, the goals and expectations of the ILT are yet unclear to some team members as well as members of the overall school community. Meetings are conducted upon Principal request to discuss school-wide efforts as well as short and long term instructional goals. ILT agendas typically focus on items that require immediate attention.</p>	2
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>After completing each testing window, Grade Level Performance Management meetings are conducted to discuss scores, gains, and next steps for whole classrooms as well as individual students. Primary cycle utilizes DIBELS, IDEL, TRC and mClass data to assess student growth in literacy and mathematics. Teachers meet per grade level to discuss student interventions based on data. In the intermediate and upper cycles teachers use Scantron to determine student's level of proficiency in reading and mathematics. We also utilize ACCESS and ISAT information, DWWA, and Explore data to drive instruction based on student need. Teachers are expected to use the data to drive their daily instructional practice. Next year we will be using IDEL in order to track student growth.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers often utilize the scope and sequence from curricular guides to determine instruction. Some teachers utilize available materials to conduct small group guided reading in order to meet the individual needs of students. Grade level appropriate materials are available in the form of periodical subscriptions exposing students to informational text on current events and science inquiry. Some teachers work collaboratively to develop lessons and unit plans. We utilize Achieve 3000 for non-fiction articles that are available for teacher use. We have historical fiction novels available in the lending library in both buildings. iPads are used for non-fiction inquiry.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Instructional materials are available for each grade level. Classrooms have books aligned to lexile scores to meet the reading levels of students. Technology is available to all students as a form of supplemental instruction and support for diverse learners. Middle school materials were acquired this year for meeting the needs of our long-terms ELLs in the upper grades. Currently, our guided reading lending library consists mostly of English language materials with a few Spanish guided reading books.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data is readily accessible to teachers for their use. In the primary cycle, teachers use on-going progress monitoring tools in reading to differentiate instruction and organize flexible reading groups. Weekly lesson plans reflect accommodations and modifications for ELLs and students with disabilities. Student-generated technology based performance assessments in the intermediate and upper grade cycles are utilized on a regular basis.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Some classrooms still have a heavy focus on teacher-centered instruction rather than student-centered instruction. Questioning reflects Level 1 and 2 with basic facts and understandings frequently addressed. Teachers depend heavily on basal materials although supplemental materials are available at the school. Learning objectives are inconsistent and do not always align to standards.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Teachers use formative and summative data to determine which students are at risk and in need of intervention beyond Tier 1. The system currently in place is unclear and inconsistently implemented. Teachers implement intervention strategies in the classroom at Tier 1 and Tier 2. Students identified for Tier 3 interventions in the primary cycle receive pull-out services outside the classroom setting to address specific areas of need. A more concrete and clear school-wide system of intervention and early identification is needed to address learning gaps for at risk students in intermediate and middle school grades.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is provided to all teachers on a regular basis. PD is aligned to our Theory of Action and Key Levers, particularly the implementation on mini-lessons and balanced literacy. Some teachers also participate in coaching and modeling sessions. The teachers in grades 6-8 attend meetings and professional development through the Middle School Consortium.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Although a weekly grade level meeting schedule is established for each grade level, meetings occur inconsistently oftentimes due to external circumstances beyond teachers' control.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teacher leaders provide coaching to colleagues on a needed basis. Feedback is given mostly informally with occasional follow-up. Teachers throughout the school know that they have the support and expertise of in-house coaches and seek support as needed. Peer coaching and modeling takes place with new teachers being paired with expert teachers in their grade level cycle. Particularly in the preparation for the CCSS, instructional coaches have been actively supporting teacher teams in unpacking standards and creating performance assessments.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>An established Student Council exists at the school allowing students the opportunity to serve as leaders of the student body. Middle schools students visit college campuses and attend an in-school high school career fair. Algebra is offered to selected students in 8th grade daily and we are currently in the planning stages for offering algebra starting in 7th grade. Staff members reinforce the expectation that all students attend college and become productive citizens.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Students are regarded as unique and valuable individuals who have much to offer to society. Adult and student interactions are always respectful. Students efforts are recognized and celebrated on a regular basis through Student of the Month assemblies, Dia Del Niño, Awards assemblies, and classroom incentives. Student talents are fostered through activities such as the Shakespearian Club, School Spirit, Chicago Scores, Community School, Young Engineers, Underwater Robotics, Tech Crew, Student Council, Student Patrol, Literacy Night and Battle of the Book Clubs. Faculty and Staff encourage students in their fundraising efforts for charitable organizations such as St. Jude's Childrens Research Hospital focusing student efforts on the importance of helping those in need.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>All staff members see themselves as being responsible for the safety and well-being of students. Students are held to high behavioral expectations. In working with students who exhibit inappropriate behaviors, the CPS Student Code of Conduct is utilized not only as a means of consequence, but also to educate students on how to correct their actions for the future.</p>	

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	Typical School	Effective School	Evidence	Evaluation
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. 	The Principal and teachers provide parents and students with clear expectations, particularly the message that all students can learn regardless of background. We are committed to providing our students with the necessary skills needed to be successful in secondary and post-secondary education. With a "Failure is not an option" mindset, we communicate expectations for each grade level during parent-teacher conferences as well as regular parent meetings. All students and parents receive a school handbook at the beginning of the school year outlining expectations for students. Our Student-Parent-Teacher compact outlines the expectations for each party and what he/she is committed to doing to ensure the success of each student.	
	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. 	Parents understand that the school has an open door policy that facilitates their communication with the principal and teachers. Parents are highly encouraged to attend monthly meetings (BAC, LSC, NCLB, PTO, Health and Nutrition and Coffee with the Principal) in order to obtain information regarding student progress. Furthermore, a Principal newsletter is sent on a regular basis to parents to inform them of programs, monthly events, etc.	
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. 	Families are welcomed at the school. They are greeted with respect and courtesy by security and office personnel when they first arrive. Parents are encouraged to volunteer at the school. Family Literacy Nights are held twice a year. An open-door policy allows parents the opportunity to come to the school at any time and speak with teachers as long as they are not in class.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>An active Community School program provides services to families in need such as food from the Greater Chicago Food Depository. Home visits are conducted as part of our outreach efforts for families of struggling students.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Students were given the opportunity to join the Chicago Pre-College Science and Engineering Program. This program is a strong math and science curriculum that introduces students to the fields of engineering. Students in the middle school grades had the opportunity to participate in the Underwater Robotics program</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Through our middle school grant, we have begun to analyze our EXPLORE data in a more in-depth manner so that we are able to plan for more rigorous instruction for all students. 8th grade algebra is offered to some students based on teacher recommendation, math proficiency levels as evidenced by grades, and ISAT scores. Students in grades K-5 are engaged in high level mathematics through Math Trailblazers while 6-8th engage in Connected Mathematics. Our science programs are inquiry based (FOSS K-5th and IAPS for 6-8th). The Schools to Watch Study shows that we have improved teacher responsiveness to student need.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Students participate in programs such as Chicago Pre-College Science and Engineering Program in grades K-3, BotBall Robotics program for grades 3-5 as well as Underwater Robotics for 6-8th grade students. Students also participate in Tech Crew, Battle of</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	All 8th grade students participate in EXPLORE testing. Through the middle school grant, all teachers have participated in extensive training around EXPLORE testing and its instructional implications to better prepare students for college and career.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	We are a Pre-K-8th school----does not apply	
	Transitions ----->			3
	<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. 	Kindergarten Orientation offers parents the opportunity to understand not only the requirements for registration and enrollment, but also involves them in the process of preparing each child for a successful transition into kindergarten. Parents are provided with a number of literacy and mathematics resources to build skills at home. At the beginning of each school year, students participate in a middle school orientation to explain expectations. Parents also participate in an 8th grade orientation to prepare them for high school expectations.	

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 ----->			4
	<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. 	Discretionary funds are used to sustain before and after school programs for targeted students based on assessment data. Grade level performance management meetings as well as ILT meetings are funded through discretionary funds in order to discuss student data and determine priorities that will help decrease the achievement gap. Our school has built partnerships with Community Schools ENLACE as well as pursued grants such as the Middle School and iPad grant to improve instruction.	
	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. 	In order to follow the required process, the school posts the positions it is seeking based on student and school need on the CPS Human Resources website. Candidates are interviewed based on student and school need, State of Illinois credentials, and expertise. The interview process consists of an initial interview with the ILT and an occasional follow-up interview with grade level team.	
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. 	Students in need of additional support in grades 1-3 receive an additional block of intervention time by another teacher in a pull-out setting targeting students' specific areas of need. Targeted students based on the ISAT and Scantron data participate in before/after school reading and/or math assistance. Grade level teams meet once a week at a specific time. The school follows the suggested time distribution minutes for core subjects.	

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

Eli Whitney Elementary School will challenge our students to reach their true potential academically, socially and emotionally through academic excellence in order to prepare them for higher education not just to become better students, but better citizens as well. We are committed to promote high achievement through academic rigor and integration of technology across the curriculum.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will use Common Core State Standards to guide instruction.	Eli Whitney is committed to ensuring that all students are college and career ready.
2	Teachers will plan for rigorous instruction through focused teaching points and objectives that require students to think and perform at higher levels of understanding through DOK.	With 26.1-29.2% of our students meeting growth targets for reading based on Scantron and 68.7% meeting targets based on DIBELS/IDEL/TRC, there is a strong need for implementing a rigorous curriculum aligned to CCSS.
3	Ensure a strategic and gradual transition into English for ELLs within a TBE model focused on meeting academic and linguistic needs of students based on individual proficiency levels.	Nearly half of our overall student population is comprised of English Language Learners. Scantron and ACCESS assessment scores indicate that almost 1/3 of students who enroll in the current TBE program continue as long term ELLs beyond 5th grade.
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
Teachers will use Common Core State Standards to guide instruction.	Eli Whitney is committed to ensuring that all students are college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will participate in Network-provided professional development focused on unit planning aligned to reading, mathematics and science based on CCSS. Teachers will use the DOK to guide their professional practice on a regular basis guiding students with thought provoking questioning that elicit strategic thinking.	Professional Development	All	PLV Network	Summer 2012			
Teachers who participate in Network-provided PD will provide whole staff professional development on unit planning around the CCSS.	Professional Development	All	Participating Teachers	Quarter 1			
Teachers will plan units of instruction in reading and writing based on CCSS in grade level teams.	Instruction	All	PLV Network, Grade Level Teams	Quarter 1			
Teachers will create performance assessments in 6-8 week intervals for units developed.	Instruction	All	PLV Network, Grade Level Teams	On-going			
Grade level teams meet on a weekly basis to analyze student outcomes and performance based on units of study to determine if concepts taught were understood and to make adjustments to lessons accordingly.	Instruction	All	Grade Level Teams	On-going			
ILT will monitor the creation and implementation of units and provide feedback based on lesson observations and student data.	ILT/ Teacher Teams	All	ILT	On-going			
Inventory and acquire informational and literature texts at various levels of complexity for students from K-8th grade.	Instructional Materials	All	ILT	On-going			
Provide professional development on scaffolding strategies that help give students access to on level and above level text.	Professional Development	All	PLV Network	Quarter 1			



Strategic Priority 1

Lesson plans and assessments will be aligned to CCSS.	Instruction	All					

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
Teachers will plan for rigorous instruction through focused teaching points and objectives that require students to think and perform at higher levels of understanding through DOK.	With 26.1-29.2% of our students meeting growth targets for reading based on Scantron and 68.7% meeting targets based on DIBELS/IDEL/TRC, there is a strong need for implementing a rigorous curriculum aligned to CCSS.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on scaffolding strategies and questioning techniques that help give students access to on level and above level text as well as challenge students to think at higher levels.	Professional Development	All	PLV Network	Quarter 1			
Ensure the availability of literature and informational text at varying levels to ensure student understanding of concepts and skills taught (i.e. guided reading libraries in each classroom)	Instructional Materials	All	PLV Network/LLT/teachers	On-going			
Teachers create Common performance assessments by grade level that require students to think and perform at levels 3 and 4 as evidenced by DOK. Teaching will be explicit, focusing on producing specific learning outcomes that involves explanation, demonstration and practise. Teachers will be modeling skills and thinking to guide students towards strategic thinking.	Instruction	All	ILT and teachers	On-going			
Grade level teams create quarterly curriculum maps based on CCSS that address essential questions, and enduring understandings.	ILT/ Teacher Teams	All	ILT and teachers	Summer 2012			
Peer coaching and modeling sessions to provide teachers an opportunity to observe minilessons implementation.	Professional Development	All	ILT and teachers	Quarter 1			
Provide teachers with professional readings (books, periodicals, and articles) targeted to increase teacher content knowledge and expertise.	Professional Development	All	PLV Network and teachers	On-going			



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
Ensure a strategic and gradual transition into English for ELLs within a TBE model focused on meeting academic and linguistic needs of students based on individual proficiency levels.	Nearly half of our overall student population is comprised of English Language Learners. Scantron and ACCESS assessment scores indicate that almost 1/3 of students who enroll in the current TBE program continue as long term ELLs beyond 5th grade.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure proper placement of students in bilingual and general programs of instruction based on student language proficiency assessments.	Other	English Language Learners	Bilingual Lead Teacher	On-going			
Identify current language of instruction for core subjects, percentage of native and English instruction in each and make adjustments based on student need through appropriate pathways of instruction.	Instruction	English Language Learners	Bilingual Lead Teacher	Summer 2012			
Identify available resources in target languages for core subjects based on student academic and linguistic levels.	Instructional Materials	English Language Learners	Bilingual Lead Teacher	On-going			
Monitor student literacy development using annual assessment results (ACCESS for ELLs) and provide ELD instruction for all students based on most recent proficiency level.	Instruction	English Language Learners	Bilingual Lead Teacher	On-going			
Provide teachers with ELD professional development. Teachers will learn a framework for how to plan, teach, and monitor ELD instruction at each level of English proficiency.	Professional Development	English Language Learners	PLV Network, Bilingual Teachers, and BLT	On-going			
Acquire Spanish guided reading materials to increase native language reading proficiency for all classrooms in need.	Instructional Materials	English Language Learners	Bilingual Lead Teacher	On-going			
Gradually introduce instruction of core content material in English within subjects in addition to ELD as early as kindergarten.	Instruction	English Language Learners	Bilingual Teachers	On-going			



Strategic Priority 3

Provide whole staff professional development given by Network, BLT and in-house bilingual teachers on effective strategies for meeting the academic and linguistic needs of English Learners in the bilingual program as well as those who have transitioned out of the program.	Professional Development	English Language Learners	PLV Network, Bilingual Teachers, and BLT	Quarter 1			
Provide ELLs with enrichment opportunities targeting Spanish and English language development before and after school.	Instruction	English Language Learners	Bilingual Teachers and BLT	On-going			
Acquire ELD materials to increase English language proficiency of ELLs in grades K-8.	Instructional Materials	English Language Learners	PLV Network, Curriculum Coordinator and BLT	Quarter 1			
Opportunities for student integration and collaboration between general program and bilingual program students.	Instruction	All	Eli Whitney Teachers and Students	On-going			



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