



John Greenleaf Whittier Elementary School

Pilsen-Little Village Elementary Network

1900 W 23rd St Chicago, IL 60608

ISBE ID: 150162990252514

School ID: 610228

Oracle ID: 25861



2012-2014 Continuous Improvement Work Plan

Mission Statement

Whittier's Dual Language Program will provide a rigorous academic program that challenges each student to achieve academic excellence with biliterate competence. In partnership with World Language Magnet Cluster Program and The Extended Community Program we will create a climate that fosters positive self-esteem, cross-cultural attitudes, individual dignity, cooperation and excellence.

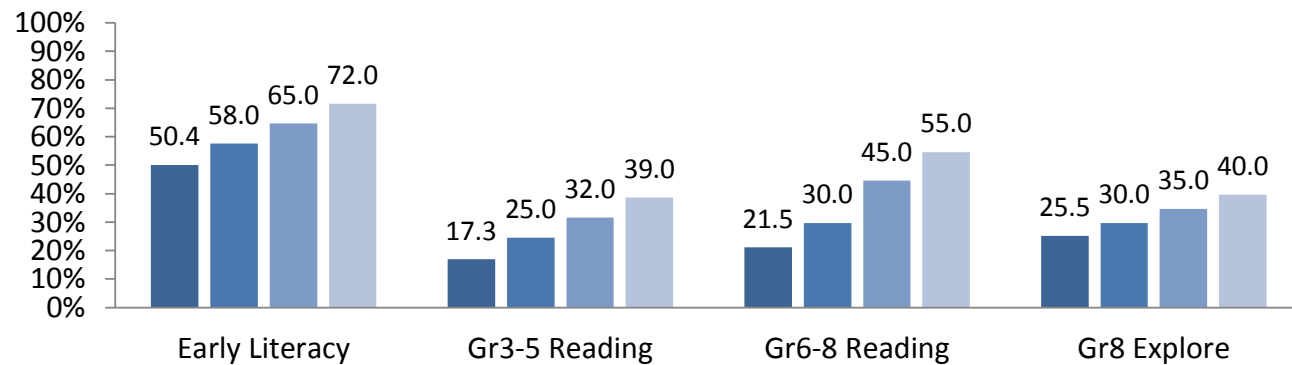
Strategic Priorities

1. Whittier will deliver a rigorous balanced literacy program (reading, writing, speaking and listening) in English and Spanish using high quality texts and aligned with ELA Common Core Standards by focusing on teaching comprehension through small group instruction.
2. Using curricula units in language arts and math, Whittier teachers will deliver instruction that is aligned with common core standards and requires students to demonstrate higher order thinking skills on daily tasks (per DOK) and through performance assessments.
3. Whittier will develop and implement a daily intervention block that will support students in reading and math. Teachers will also deliver targeted interventions during core instruction classes in reading and mathematics using data from Spring, 2012 ISAT and 2012-2013 screeners (NWEA, DIBELS/IDEL and BAS).

School Performance Goals

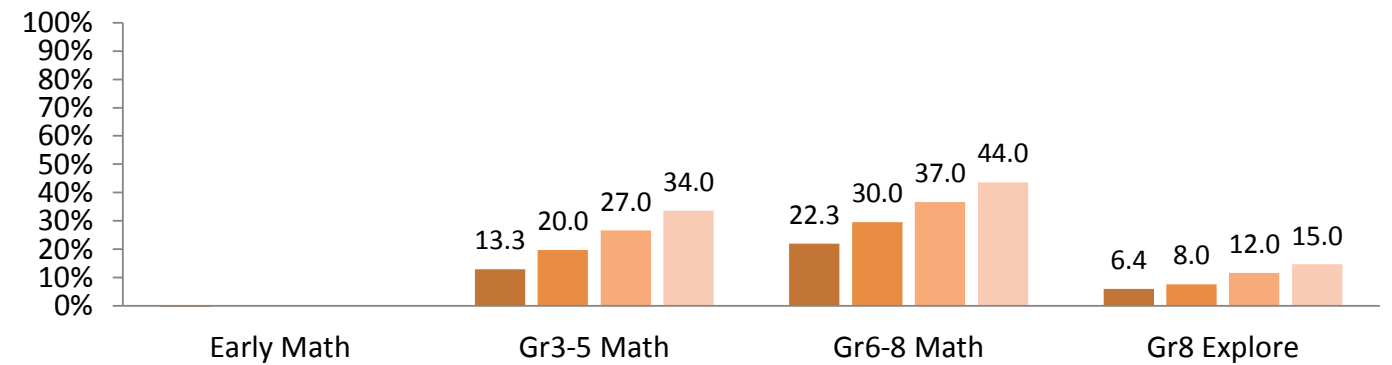
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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 Greenleaf Whittier 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
Alamar, Kimberly	Classroom Teacher
Arroyo, Nora	LSC Member
Camacho, Marco	Special Education Faculty
Caravello, Laura	Classroom Teacher
Dougherty, Patricia	Assistant Principal
Epstein-Miranda, Allie	ELL Teacher
Garcia, Zoila	Principal
Gonzalez, Aracelli	Parent/ Guardian
Sontag, Jill	Lead/ Resource Teacher
Trigueros, Jose	Classroom Teacher
Weidner-Carter, Julie	Lead/ Resource Teacher
Gomez, Rosa	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	50.4	58.0	65.0	72.0		Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.3	25.0	32.0	39.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	13.3	20.0	27.0	34.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.9	40.0	50.0	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	36.2	42.0	49.0	56.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.5	30.0	45.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.3	30.0	37.0	44.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.8	53.0	60.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.0	57.0	64.0	71.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.5	30.0	35.0	40.0		Explore - Math % of students at college readiness benchmark	6.4	8.0	12.0	15.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	3.8	3.0	3.0	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	50.8	55.0	62.0	69.0		ISAT - Reading % of students exceeding state standards	3.9	5.0	7.0	10.0
ISAT - Mathematics % of students meeting or exceeding state standards	73.2	75.0	80.0	85.0		ISAT - Mathematics % of students exceeding state standards	6.3	10.0	13.0	15.0
ISAT - Science % of students meeting or exceeding state standards	54.3	60.0	65.0	70.0		ISAT - Science % of students exceeding state standards	0.0	3.0	7.0	10.0

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 ----->			3
	<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>Our school has a clear focus--English and Spanish academic language development. This focus guides our professional learning cycles: this year we had three cycles around reading and reading comprehension through small guided reading instruction. Measurable goals for students' achievement in reading and mathematics have been established.</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>Our dual language mission is clear to the community: we are preparing students to be successful now, in high school and beyond. Our professional development always centers on best practices to support second language learners and prepare them to be successful in high school and beyond. Parents know the Benchmark and grade level expectations are communicated through established mechanisms--curriculum grade level meetings, literacy nights, mathematics nights, parent eighth grade transition meetings. In collaboration with NCLB, bilingual parent committee and LSC, the school administration and faculty communicate academic expectations for all students' success. In addition, parents participate in literacy, math, and technology workshops.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are involved in numerous teacher leadership roles, including (but not limited to) ILT, CWIP team, dual language leadership team, union representative and grant writing. Every teacher wears multiple hats. In addition during 2011-2012 13 of 21 teachers successfully wrote and received funding for six grants. One third of our teachers routinely host and supervise students from universities throughout Chicagoland.</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 writes the Cycles of Learning and determines the professional development to support the implementation of the cycle. At the end of the cycle, the ILT collects data, reports its findings to the entire faculty and uses this data to write the cycle of learning. This year the faculty engaged in systematic implementation of guided reading with a focus on comprehension through inference making and justification. Finding the time for the ILT and faculty to reflect on the learning and experience during the cycle has been a challenge.</p>	3
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>Current assessments used for progress monitoring: **primary--DIBELS, TRC, teacher professional judgment(reading level of students); **grades 3-8--Scantron-lexile and professional judgment(reading level of students); **school wide--ACCESS Currently, in mathematics, Scantron is available for grades 3-8 in addition to the assessments available with the curriculum materials.</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>Within the Literacy Block , teachers are implementing guided reading in order to differentiate reading instruction. They are also in ongoing professional development regarding writing lesson plans and delivering the guided reading lesson. Teachers know the grade level achievement expectations for students as evident by text levels. Teachers have worked with PLVN during 2011-2012 to unpack the LA Common Core Standards. During 2012-2013, they will continue with LA and unpack the Common Core Standards in Mathematics.</p> <p>Kindergarten through sixth grade mathematics curriculum is Everyday Mathematics. Seventh and eighth grade students use Math Thematics.</p>	
	Instructional materials ----->			3
	<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>Every classroom has a rich collection of fiction and non-fiction at different levels. Currently, teachers are in the process of inventoring materials for guided reading. Once the inventory is completed, additional leveled texts will be purchased as required. Our mathematics curricular materials are Everyday Math (kg-6th) Math Thematics (7th-8th).</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventoring 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>School wide the District assessments are administered. The results of these assessments are used to structure students' instruction. However, there are gaps in the types of assessments available on a more regular basis. The F & P Benchmark Assessment System (BAS) will fill this gap in assessing reading achievement. An additional assessment for mathematics has not been identified.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>School wide the faculty has been engaged in professional development on the use of inferring to promote reading comprehension during instruction. Teachers have also adopted a lesson planning format which requires them to scaffold their reading comprehension instruction. The foundation of this professional development is applicable to insuring comprehension and scaffolding lessons in every area of instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
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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>All primary teachers have a reading intervention block that ensures that lowest performing students (DIBELS/IDEL) receive extra reading time three times a week. During the literacy block students receive reading instruction at their instructional level. In addition, students who are struggling receive instruction in reading and math after school. However, at this time, we do not have a working school-wide systemic approach that allows us to provide targeted interventions regularly.</p>	

Whole staff professional development ----->			3
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Professional Learning	<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>School wide the faculty is engaged in professional development aligned with our Cycles of Learning. We planned and implemented three professional learning cycles focused on delivering guided reading lessons at students' instructional level with an emphasis on comprehension of text through inference making and justification. Additionally, teachers receive one-on-one coaching in language development from a literacy consultant, and from the Dual Language Coordinator on how to plan and deliver lessons that include transferring/bridging of concepts from one language to the other - this coaching is at the individual or grade team level. In addition, QTEL coaches worked with literacy and math teachers (2 to 4 cycles</p>	
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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:1	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>Teachers have opportunities to meet regularly and they use different tools to facilitate their work: agendas, protocols to examine student work. In a small school without multiple classrooms at each grade level, it is more difficult to plan. Not all Special Education teachers meet regularly with grade-level teams nor do they consistently use agendas or protocols.</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>Area of focus is identified at the beginning of the year after analyzing data. All PD is planned around identified areas of need. Teachers attend conferences and workshops to build capacity. Presenters are invited to provide workshops. Language Development Coaching is schedule on a monthly basis and coaching is provided one-on-one or at the grade level. This year Language Arts and Math teachers received 2 to 4 cycles of coaching from QTEL - one-on one in person and on-going via e-mail. The Dual Language Coordinator provides individual coaching and grade-level coaching around planning lessons and units that integrate a Language Transfer/Bridging. The DLC works with teams per quarter. A Math Coach provides coaching to Math teachers who work with two different grades: 3/4 and 5/6. The coach supports the teachers in developing lessons that integrate Math CCSS and the Math Program used. Teachers engage in peer observations</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>Students feel very comfortable and relate very well to teachers. Their voices can be heard in writing about the school in school's newspaper, student ambassadors and buddy reading. Faculty and staff have high expectations for students. However, we have not formalized a school wide plan to to build and maintain a first generation college-going culture. This will be our third graduating class and we are developing the middle school segment of our students' pathway to careers and college.</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>Our dual language program demonstrates the high value we place on our students' and community's home language and cultural heritage. Several teachers are trained and implement the 'Responsive Classroom', a program designed to create a respectful, inclusive environment, in their classrooms. Informally, teachers have long term, supportive relationships with many, many students and families.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Whittier follows the CPS Uniform Student Discipline Code. Teachers always try to meet students' social and emotional needs. As a result, issues related to students' behavior are handled differently by individual teachers.</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. 	<p>Grade-Level Parent Meetings provide grade specific information to families. A monthly calendar is distributed to keep parents informed of upcoming events.</p> <p>Eighth grade students and families attend informational meetings to learn about transition to High School: graduation requirements and process and choices for high school application. Grade level meeting with parents are held to explain grade level expectations.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers and administrators are always willing to meet with parents and regularly initiate these meetings. Other staff members know our families and are in communication with families about students' academic and social/behavioral progress.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>There is a welcoming atmosphere throughout the school. Parents feel free to ask questions and meet with teachers and administrators. There are strong, long term relationships between faculty, staff, students, parents, and community.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We have a on-going professional relationship with community organization which provides two part-time social workers to our school. We provide support to students and parents who require additional services-in particular, services related to mental health and safety.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>On-goingly, faculty and staff speak with students about college and careers. However, a systemic plan to provide information about colleges and careers has not been fully developed.</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>Several opportunities to learn about 'Upward Bound' at Benito Juarez High School were provided to students and parents--meeting with student currently involved in 'Upward Bound', information session with director of program and support to complete applications. Students/families were supported in applying for scholarships. Systemic avenues to support students' college and career planning are limited. Faculty and staff discuss high school choices. They look for matches of students' interest, academic abilities and high schools.</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>Whittier offers a wide range of programs in Extended School Day, including but not limited to Chicago Children's Choir, Girls on the Run, homework help, folkloric dance,sports, and photography.</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	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. 	Students take the district-wide assessment, EXPLORE.	
	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. 	NA	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Teachers meet with parents at the beginning and during the year to clarify grade level expectations. Eighth grade parents were invited to a high school fair and several sessions to discuss, clarify and complete high school applications.	

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. 	The largest amount of discretionary funding is used to provide instruction in identified areas, kindergarten and technology. School leadership and faculty pursue multiple avenues for community partnerships, ie Northeastern University, University of Illinois-Chicago, DePaul University's Urban Education Program, Changing History, and QTEL.	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	School leadership invites faculty members with particular areas of expertise to participate in hiring new staff members. College students regularly do their student teaching and teacher observation at Whittier. District wide faculties of elementary and universities visit to observe our dual language model.	
	Use of Time ----->			3

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
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Whittier has deliberately built an extended day program to meet student and community needs. More than 50% of students participate in after school programs that range from sports to academic classes: math tutoring, reading tutoring, science enrichment. In addition, students have the opportunity to participate in music and movement programs. Many teachers meet regularly either after or before school to develop individual learning plans for students and to plan events: reading nights, math nights, gardening events...</p>	

Mission & Strategic Priorities

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

Mission Statement

Whittier's Dual Language Program will provide a rigorous academic program that challenges each student to achieve academic excellence with biliterate competence. In partnership with World Language Magnet Cluster Program and The Extended Community Program we will create a climate that fosters positive self-esteem, cross-cultural attitudes, individual dignity, cooperation and excellence.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Whittier will deliver a rigorous balanced literacy program (reading, writing, speaking and listening) in English and Spanish using high quality texts and aligned with ELA Common Core Standards by focusing on teaching comprehension through small group instruction.	In order for our students to be career and college ready, they must function at or above grade level in all areas of literacy. Currently more than 50% of Whittier students are reading below grade level as per SCANTRON/DIBELS/IDEL.
2	Using curricula units in language arts and math, Whittier teachers will deliver instruction that is aligned with common core standards and requires students to demonstrate higher order thinking skills on daily tasks (per DOK) and through performance assessments.	If students are to be college and career ready, they need to engage in complex tasks that challenge them to think critically. Currently, students often engage in lower level thinking tasks.
3	Whittier will develop and implement a daily intervention block that will support students in reading and math. Teachers will also deliver targeted interventions during core instruction classes in reading and mathematics using data from Spring, 2012 ISAT and 2012-2013 screeners (NWEA, DIBELS/IDEL and BAS).	Identifying students' learning gaps early and on-going will guarantee students' success in meeting expected benchmarks. More than 50% of Whittier students are not performing at grade level in reading and math.
4		
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
Whittier will deliver a rigorous balanced literacy program (reading, writing, speaking and listening) in English and Spanish using high quality texts and aligned with ELA Common Core Standards by focusing on teaching comprehension through small group instruction.	In order for our students to be career and college ready, they must function at or above grade level in all areas of literacy. Currently more than 50% of Whittier students are reading below grade level as per SCANTRON/DIBELS/IDEL.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers will differentiate instruction in reading-English and Spanish- by using Fountas and Pinnell (F & P) guided reading model.	Instruction	All	All teachers	Summer 2012	On-going	On-Track	Teachers will engage in guided reading professional development. Teachers will plan guided reading lessons at students' instructional levels.
Whittier will purchase F & P Benchmark Assessment System (BAS) in English and Spanish.	Instructional Materials	All	Principal	Summer 2012	Summer 2012	On-Track	Kits will be assigned to teachers and readily available for scheduled training.
Teachers will be trained in the use of the BAS.	Professional Development	All	F & P Constutants	Summer 2012	Summer 2012	On-Track	Professional Development will be scheduled for Summer, 2012.
Teachers will plan and deliver lessons with a bridge/cross linguistic tranfer that give students the opportunity to develop academic language in English and Spanish.	Instruction	All	All teachers	Quarter 1	On-going	On-Track	Teachers will plan lessons/units that include cross linguistic transfer/bridge.
Teachers will scaffold literacy instruction using QTEL strategies.	Instruction	All	All teachers	Quarter 1	On-going	On-Track	Teachers will attend QTEL professional development in Summer, 2012.
All teachers will attend QTEL professional development in Summer, 2012.	Professional Development	All	Principal	Summer 2012	Year 2	On-Track	Coordinate with PLVN and Department of Language and Cultural Education.
All teachers will deliver quality English Language Development (ELD) instruction.	Instruction	English Language Learners	All teachers	Quarter 1	On-going	On-Track	Students develop communication skills in English.
Whittier will purchase ELD instructional materials.	Instructional Materials	English Language Learners	Principapl	Summer 2012	Summer 2012	On-Track	Schedule professional development to familiarize K-5 teachers will materials.
Teachers will inventory the leveled books in their classrooms for guided reading.	Instructional Materials	All	All teachers	On-going	Summer 2012	On-Track	Teachers will identify the range of texts required for balanced literacy instruction in their grade level.
Whittier will purchase required additional leveled texts.	Instructional Materials	All	Principal	Summer 2012	Summer 2012	On-Track	Additional leveled texts will be purchase to complete the quality materials required for guided reading.



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Using curricula units in language arts and math, Whittier teachers will deliver instruction that is aligned with common core standards and requires students to demonstrate higher order thinking skills on daily tasks (per DOK) and through performance assessments.	If students are to be college and career ready, they need to engage in complex tasks that challenge them to think critically. Currently, students often engage in lower level thinking tasks.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers of mathematics will unpack Math Common Core Standards.	Professional Development	All	ITL and teachers	Summer 2012	Year 2	On-Track	Teachers will attend District/Network/Whittier professional development.
All teachers of mathematics will design and deliver units and lessons comprised tasks requiring higher order thinking and aligned to Math Common Core Standards.	Instruction	All	Teachers of mathematics	Summer 2012	On-going	On-Track	Teachers will begin to plan units/lessons that are aligned to CCSS.
Teachers will scaffold math instruction using QTEL strategies.	Instruction	English Language Learners	All teachers	Quarter 1	On-going	On-Track	Teachers will attend QTEL professional development in Summer, 2012.
Whittier will provide workshops/presentations for parents on CCSS for Math and Language Arts.	Parental Involvement	All	Principal and ILT	Quarter 2	On-going	On-Track	Familiarize our students' parents will grade level expectations in language arts and mathematics.
All language arts teachers will design and deliver units and lessons comprised of tasks requiring higher order thinking and aligned to LA Common Core Standards,	Instruction	All	Teachers of language arts	Summer 2012	On-going	On-Track	Teachers will begin to plan units/lessons that are aligned to CCSS.
Whittier teachers will design performance assessments requiring students to demonstrate complex, higher order thinking in both language arts and mathematics.	Instruction	All	Teachers of language arts and mathematics	Summer 2012	On-going	Behind	Teachers have begun this process during teacher release days 2011-2012



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
Whittier will develop and implement a daily intervention block that will support students in reading and math. Teachers will also deliver targeted interventions during core instruction classes in reading and mathematics using data from Spring, 2012 ISAT and 2012-2013 screeners (NWEA, DIBELS/IDEL and BAS).	#REF!

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess students in reading and mathematics in September, 2012, using assessment tools: DIBELS, IDEL, TRC, BAS, SCANTRON. Incorporate Spring 2012 ISAT data.	Other	All	All teachers	Quarter 1	On-going	On-Track	Teachers will administer required assessment beginning, middle, and end of year.
Teachers will plan and deliver math and/or reading interventions for all students whose achievement is below grade level.	Instruction	All	All teachers	Quarter 1	On-going	On-Track	Teachers will design individual intervention plans.
Teachers will progress monitor students' achievement bi-weekly.	ILT/ Teacher Teams	Other student group	All teachers and ILT	Quarter 1	On-going	On-Track	Data will be used to inform on going intervention.
Designate an interventionist coordinator.	Staffing	All	Principal	Summer 2012	Summer 2012	On-Track	Write a position description and designate the coordinator.
Identify and purchase necessary materials to implement math and reading interventions.	Instructional Materials	All	Teachers and Principal	Summer 2012	On-going	On-Track	Review available data to identify materials which address students' needs.
Teachers will inform parents of student's intervention plan and grade level expectations.	Parental Involvement	Other student group	Teachers and Principal	Quarter 1	On-going	On-Track	Schedule parent meetings to share intervention plans.
Align after school tutoring programs with students' intervention plan.	After School/ Extended Day	All	After School Program coordinator and teachers	Quarter 1	On-going	On-Track	Schedule after school tutoring sessions and recruit students to participate. Schedule after school informational and registration meetings for students' parents.
Students' intervention will be delivered during the daily intervention block.	Instruction	Other student group	Teachers and Principal	Quarter 1	On-going	On-Track	Teachers will design language arts and mathematics blocks to include intervention.



Strategic Priority 3

