CIWP

2012-2014 Continuous Improvement Work Plan

Wildwood Elementary School

O'Hare Elementary Network

6950 N Hiawatha Ave Chicago, IL 60646

ISBE ID: 150162990252516

School ID: 610230

Oracle ID: 25881

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Vision: A diverse learning community experiencing a rigorous and supportive academic life where every student is inspired to apply their passions and talents in a global society. The International Baccalaureate philosophy unites our teachers, staff, parents, and students to create a better world through knowledge and compassion.

Mission: We engage in meaningful, rigorous work on a daily basis that prepares us as confident thinkers, leaders, and advocates for positive change.
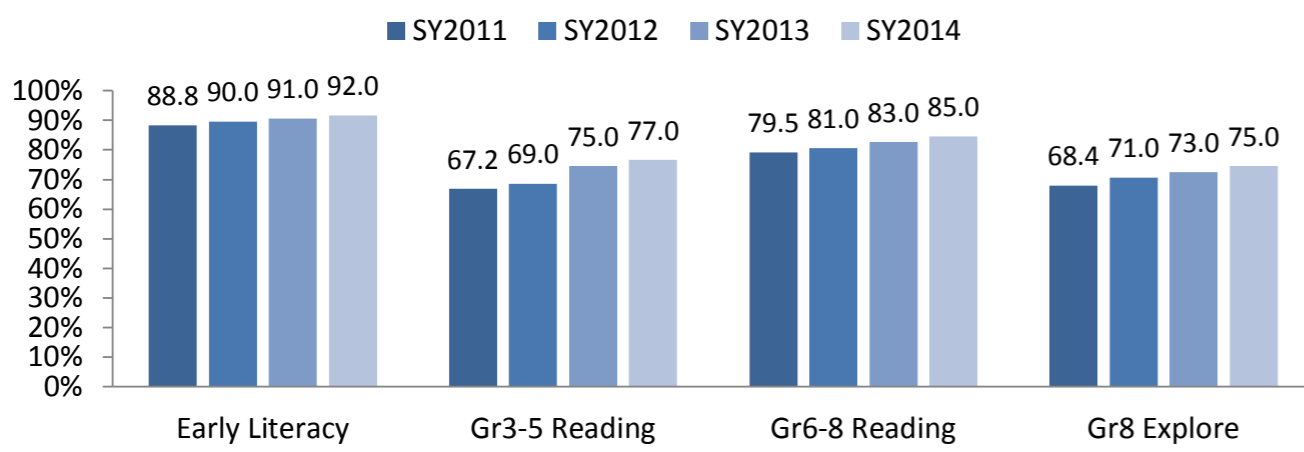
Strategic Priorities

1. PRIORITY 1:
   Curricular Coherence - alignment to Common Core State Standards, development of quarterly course/subject syllabi, integrated by IB Transdisciplinary Themes and

2. PRIORITY 2:
   Improve our systems for gathering, monitoring, and using information about student learning, and students' reflection about their learning, especially those stemming

3. PRIORITY 3:
   Make progress towards all identified benchmark achievement (college and career readiness) goals with the explicit purpose of ensuring high school readiness towards
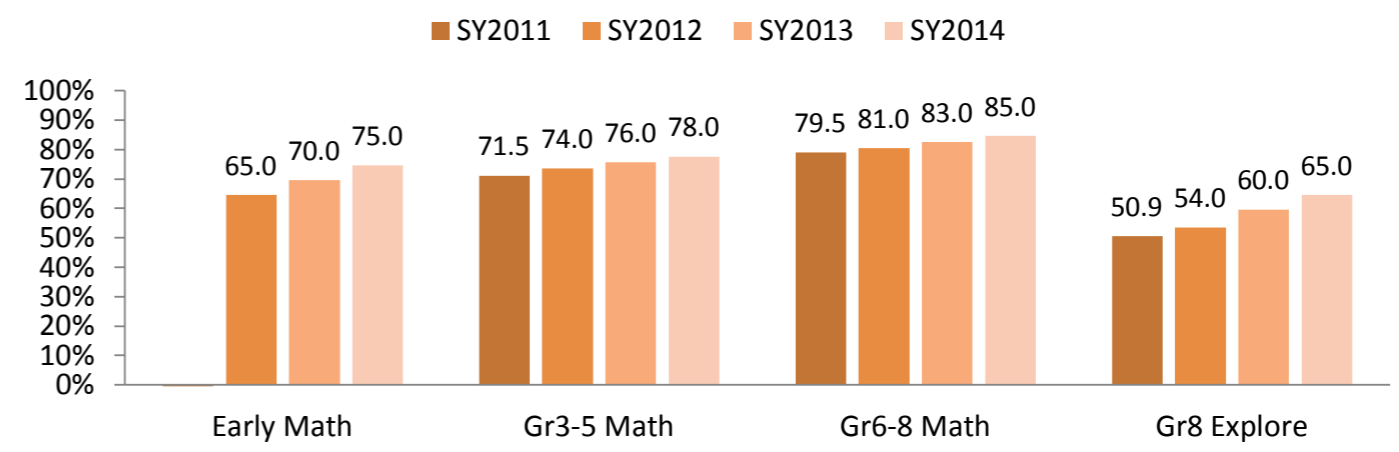
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School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 88.8, 90.0, 91.0, 92.0
- Gr3-5 Reading: 67.2, 69.0, 75.0, 77.0
- Gr6-8 Reading: 79.5, 81.0, 83.0, 85.0
- Gr8 Explore: 68.4, 71.0, 73.0, 75.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 65.0, 70.0, 75.0
- Gr3-5 Math: 71.5, 74.0, 76.0, 78.0
- Gr6-8 Math: 79.5, 81.0, 83.0, 85.0
- Gr8 Explore: 50.9, 54.0, 60.0, 65.0

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:	Wildwood 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
Mary Beth Cunat	Principal
Rebecca Braun	Assistant Principal
Shauna Reitz	LSC Member
Louise Williams	LSC Member
Christine Schoeff	Parent/ Guardian
Annette Vranas	Special Education Faculty
Gemini Mittenthal	Parent/ Guardian
Tammy Kreydick	Classroom Teacher
Patricia Payne	Classroom Teacher
Jennifer Herren	Parent/ Guardian
Camille Steiner	Support Staff
Anita Mack	Lead/ Resource Teacher

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	88.8	90.0	91.0	92.0		**Early Math** % of students at Benchmark on mClass	NDA	65.0	70.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	67.2	69.0	75.0	77.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	71.5	74.0	76.0	78.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.4	55.0	60.0	65.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.9	65.0	68.0	71.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	79.5	81.0	83.0	85.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	79.5	81.0	83.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.9	77.0	80.0	82.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	82.0	83.0	84.0	85.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	68.4	71.0	73.0	75.0		**Explore - Math** % of students at college readiness benchmark	50.9	54.0	60.0	65.0

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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	96.2	96.3	96.4	96.5		**Misconducts** Rate of Misconducts (any) per 100	1.0	1.0	1.0	1.0

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	90.0	91.5	92.0	92.5		**ISAT - Reading** % of students exceeding state standards	33.2	36.0	38.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	95.4	95.6	95.7	95.8		**ISAT - Mathematics** % of students exceeding state standards	52.9	55.0	57.0	59.0
ISAT - Science % of students meeting or exceeding state standards	91.4	92.0	92.2	92.4		**ISAT - Science** % of students exceeding state standards	30.9	33.0	36.0	39.0

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***	-->		**4**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Theory of Action includes specific and measureable learning targets for academic performance for each grade; Tof A addresses broader sytemic improvements regarding curricular coherence and adherence to a rigorous instructional framework embedded with authentic work, inquiry, and 21st Century learning; Strategic plan articulates critical levers for change in each identified priority.	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Every teacher has participated in external professional development for their subject, grade, or schoolwide focus (e.g. IB PYP and MYP subject sessions; NCTM math seminars; Math Trailblazers training; grade level conferences; iPad training; RIT Iseminars; CCSS training; CHAMPS positive behavior; Differentiated Instruction seminars); NWEA training; targeted observation and feedback supports individual teachers in setting instructional improvement targets; ILT plans and implements schoolwide professional development focused on SIPAAA priorities; Weekly grade level meetings to discuss interventions, work and assessment samples, and higher-order challenges; support effect Gradebook use for curent and accurate information	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Every teacher serves on at least two committes- one year long on some aspect of schoolwide work (e.g. Math, Literacy, Technology, SIPAAA, RTI, Student Discipline) and one (or more) focused on school events (Literacy Night, Poetry Assembly, Spelling Bee, Young Authors, Math Night, Science Fair); Teachers lead regular professional development (e.g. Positive Student Behavior, RTI, Technology Integration) and/or facilitate implementation of local initiatives (e.g. Inquiry Fair, Science Fair); Weekly Special Education Team meetings with all clinicians, case manager, and administration	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	ILT is composed of teachers across grades and departments; ILT meets weekly on school improvement priorities; ILT takes responsibility for discussing and planning weekly staff/PD meeting content as well as whole school PD; Each ILT member "owns" other faculty and staff (per grade clusters or other shared work) in order to ensure understanding and support of schoolwide instructional / curricular improvements; ILT reflects on team process and school issues; reviews, analyzes, and discusses all data together prior to grade level and public dissemination; ILT functions as a problem-solving team with a variety if issues and challenges impeding school growth or progress towards goals; ILT members serve as mentors to new teachers;	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	On at least a quarterly basis, benchmark assessment data (by student, homeroom, grade level, content strand, domain, individual students overtime and cohorts over time) is accessed and formatted for in-depth discussion between individual teachers with principal, between individual students (and/or parents) and teacher, among grade level teams, among subject teams (math), and schoolwide; Principal conducs regular faculty and parent surveys to gather,	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	IB units exist but need significant revision as well as alignment to the Common Core; Still in the process of identifying shared complex text and benchmark novels by grade level; uneven implementation of existing curriculum; Little identification for support for ELLs other than ELL teacher; 2011-12 faculty identified essential agreements for Wildwood Instructional Framework, but curricular alignment and devlopment work is still pending; **Wildwood's Instructional Improvement Framework KNOWLEDGE** • Ensure a coherent/cohesive curriculum aligned to the Common	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Need for alignment to Common Core by grade level; Need to increase quality and quantity of CCSS aligned resources for differentiation, ELLs, SpEd and advanced learners; Working from literacy survey, must continue organization and further acquisition of literacy materials in both ficiton and non-fiction that align to more rigorous standards with a wide variety of materials at increasing complex text levels availbale throughout	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	NWEA data accessible - all teachers trainined in navigating site and obtaining class data, Des Cartes resources, performance an growth reports; Regular analysis and subsequent targetted planning occurs in grade level meetings Some alignment of assessments to Common Core- need to revise current IB rubrics and performance assessments Variety of assessment data utilized- NWEA, classroom assessments, IB assessments, student work samples, writng samples, Fountas & Pinnell assessments, Easy CBM, HELPS -all inform further remediation, enrichment, and/or intervention Modifications are in place for ELLs and students with IEPs	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	IB units reflect higher end practices, but there is uneven implementation; Progress towards higher end work using the Hess Matrices for Cognitive Demand to improve and reflect on instruction and task assignment; Improved efforts at differentiating instruction in reading and math, but need to cotinue to develop shared understandings of differentiation for deeper understanding accrossall content areas and for learner needs (styles, preferences, strengths) ; Need to develop ad ensure locally growrn common formative assessments; Need for better articulation of differentiation across all core subjects as well as how it is accomplished for all learners- struggling	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	DIBELS and mClass (K, 1) as well as classroom assessment data, FOuntas & Pinnell Assessment System data, HELPS program data, and NWEA (gr 2-8) data used to identify struggling and accelerated students; Tier I, II, and III students identifed early and in an ongoing process through regular grade level team meetings; HELPS, Easy CMB, DIBELS, and Fountas & Pinnell interventions all in place for before, during, and after school support; RTI committee and staff scheduled to provide Tier II and Tier II interventions and progress monitoring; Intervention needs to be more proactive, continuous and	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	PD calendar and priorities set early in the year by ILT using SIPAAA and achievement data ILT plans, develops, and delivers schoolwide PD based on strategic plan, identified district and network priorities, and local learning issues that emerge; Principal surveys teachers annually on quality, effectiveness, and relevance of PD PD sessions are regularly planned in rotations so teachers are able	

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	**Grade-level and/or course teams**	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Although much of our grade level meetings look more like those described in the typical school, there are regular collaborative meetings for IB unit planning and implementation. We need more consistency in including specialists, ELL, and special education teachers in collaborative time, which implies creating the timefor collaboration in the master schedule. We need more consistency in the use of protocols (including agendas) for all team meetings.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Our coaching at Wildwood resembles that of a typical school Level 2. Our feedback sessions with the principal and assistat princiapl after classroom observations do provide clear and specific suggestions for instructional improvement. Principal coaching includes regular feedback and direction for additional PD and/or working with a veteran teacher (usually an ILTmember)	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	While there is not a "language" of college and career readiness explicit in the interactions, processes, and structures of the school, there is a great deal in the implicit culture of scholastic aspiration. Wildwood teachers and parents in may ways consider college a "given", but we might do more to make it a part of the visible expectation, language, and culture of the school; High school algebra offered explicitly for moving students who are ready into position for taking HS AP math to advance college readiness and scholarship potential;	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Student Success Teams (3-5 staff members across all grades and/or departments) are formed for any students in upper grades who are experiencing academic or behavior difficulty; Any students who experience social problems are assigned a "go to" staff member- a trusted adult to whom they can go for support Younger students are paired with upper grade buddies Peer Remediation processes are used for "normal" playground disagreements and conflicts SpEd students experience Least Restrictive Environments with	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	CPS Student Code of Conduct appled uniformly and fairly Wildwood Behavior Plan itemizes a simple code of positive conduct: Be Respectful, Be Responsible, Be Safe. Teachers and students together have articulated and posted what safe, respectful,, responsible behavior choices look like in specific contexts: gym, lunchroom, hallways, library/tec/media, on the playground, in classrooms, in bathrooms	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	**Expectations**	--->		**2**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Explanation of school performance provided at LSC and PTA meetings as well as during Curriculum Night; School performance information available on school website; Need for more consistency in providing information on expectations by grade and subject for criteria fr academic success; School distributes Options for KNnowledge catelog and principal consults with families by conference on school choice.	
	Ongoing communication	--->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Although there is availability of student progress via the website (homework and assignments) and Parent Portal (grades) much of the communication between teachers and parents is reflective of the Level 2 descriptor. Many teachers do communicate with parents via email, but usually when there are academic concerns. Behavior concerns are usually communicated by phone or face-to-face when they occur.	
	Bonding	--->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Wildwood PTA an active and engaged partner in school improvement and progress; School and PTA volunteer coordination to facilitate parent volunteers for committee membership (technology, athletic, SIPAAA, grant writing, facilities, etc), classroom suport, fundraising, field trips, office jobs, afterschool clubs, lunchroom supervision, and social/community events; School website calendar and weekly email distribution ensures communication of all events, games, meetings, school concerns	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support -->			**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Principal has a "whatever it takes" attitude to ensure that every child gets what they need no matter what; she will herself go to the homes of students in need and expects and receives the same commitment from her core teacher leadership; Students in need receive homebound services delivered by school	
College & Career Exploration and election -->			**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	We have recently added Defined STEM to our curriculum- a virtual learning environment that connects career and workplace skills and concepts to the curriculum. We could be more explcit about career and college choices than we	
Academic Planning -->			**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	High School algebra provided to students with explicit goal of preparing them to take higher level courses (AP Calculus) in high school towards college readiness and scholarships. Literature and Social Studies units are also geared towards advancing students to AP courses in high school.	
Enrichment & Extracurricular Engagement -->			**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Plethora of after school clubs and programs available to all students for academic, artistic, and social growth; PTA provides scholarships to fee-based programs so no students	

6: College and Career Readiness Supports

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Wildwood Elementary School

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	***College & Career Assessments***	--->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	EXPLORE pre-tested and tested in upper grades.	
	College & Career Admissions and Affordability	--->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	See previous evidence for college and career readiness measures	
	Transitions	--->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Kindergarten welcome packet, orientation, and Curriculum Night Mandatory meetings for all 8th grade and 7th grade parents and students regarding high school transition; Principal holds one-on-one session with each 7th and 8th grader and his/her parents to set acadmic goals for end of 7th, end of 8th grade, to develop a high school exploration plan, ensure awareness of unique CPS hig school selection culture, organize and plan for HS	

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**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	All discretionary spending is done in close dialogue with LSC per their approval process and in relation to how it advances improvement priorities; Wildwood PTA coordinates several fundrasing initiatives throughout the year; Need for better cooridnation of strategic fundrasing and volunteer work, especially for seeking larger-value partnerships.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Principal proactively seeks strong candidates (for specfic criteria) through system searches, resume review, and principal networking; Multi-leveled interview process including staff and parents, portfolio, unit, and work sample review, and observation of teaching; Adjust teacher assignments based on teacher strengths.	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Full school day schedules completely consistent with all Level 4 descripors of this category;	

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

Vision: A diverse learning community experiencing a rigorous and supportive academic life where every student is inspired to apply their passions and talents in a global society. The International Baccalaureate philosophy unites our teachers, staff, parents, and students to create a better world through knowledge and compassion.

Mission: We engage in meaningful, rigorous work on a daily basis that prepares us as confident thinkers, leaders, and advocates for positive change.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	See below	See Below
2	See below	See belw
3	**PRIORITY 1:** Curricular Coherence - alignment to Common Core State Standards, development of quarterly course/subject syllabi, integrated by IB Transdisciplinary Themes and Areas of Interaction, embedded with 21st Century Learning Skills, and emphasizing: -differentiation for all learners; -higher order thinking; -authentic, complex learning tasks	The identification of curricular coherence has been a SIPAAA priority for the last two years. While we are making headway in identifying and articulating all components of a guaranteed and viable curriculum (Marzano, 2000) this effort still needs significant attention due to the challenging paradigm shift required to move a learning culture that follows a linear framework measuring success largely by assigned task completion, homework performance, and test scores to one that builds a knowledge based community from student-centered, inquiry-based problem solving. This shift mandates new technologies, tools, and strategies for instruction. It also focuses the knowledge interactions more in the loci of students' thinking and work rather than teacher dissemination.
4	**PRIORITY 2:** Improve our systems for gathering, monitoring, and using information about student learning, and students' reflection about their learning, especially those stemming from IB units of inquiry.	Teachers will use their observations in addition to students' formal testing results and grades to design and improve differentiated learning plans for each child. These learning plans will take advantage of scheduling structures such as reduced-class sizes, embedded time for intervention and acceleration, and electives to ensure that every child has learning time for personalized support and challenge throughout the instructional week. In addition, the school wide priority of inquiry- and project-based approaches to curriculum, instruction, and assessment ensure that every child is deeply engaged in work that matters to him/her, creating products and performances that align to the Common Core State Standards and that hold up to world-class definitions of quality.

5	**PRIORITY 3:** Make progress towards all identified benchmark achievement (college and career readiness) goals with the explicit purpose of ensuring high school readiness towards selective enrollment and IB Diploma Program high schools as well as an explicit college-bound culture throughout all the grades.	If we are teaching higher order thinking and providing students with complex and robust learning tasks, we should be seeing increasing percentages of students meeting college benchmarks on EXPLORE, NWEA, and ISAT

Strategic Priority 1

Map and align ELA curriculculm as well as differentiation strategies for all learners to Common Core State Standards (CCSS)	Instruction	All	ILT and certified staff	Summer 2012	Summer 2012
Revise and align to CCSS grade level quarterly ELA assessments	Instruction	All	ILT and certified staff	Summer 2012	Summer 2012
Create ELA grade level syllabi for publication	Instruction	All	ILT and certified staff	Summer 2012	Summer 2012
Ensure system for literacy progress monitoring is in place	Instruction	All	ILT and certified staff	On-going	On-going
Ensure possible LRE modifications and accomodations are included in ELA curriculum and assessment maps	Instruction	Students With Disabilities	ILT and certified staff	Summer 2012	Summer 2012
Ensure differentiated strategies for ELLs are included in ELA curriculum and assessment maps	Instruction	English Language Learners	ILT and certified staff	Summer 2012	Summer 2012
Map and align math curriculculm as well as differentiation strategies for all learners to CCSS	Instruction	All	ILT and certified staff	Summer 2013	Summer 2013
Revise and align to CCSS grade level quarterly math assessments	Instruction	All	ILT and certified staff	Summer 2013	Summer 2013
Create math grade level syllabi for publication	Instruction	All	ILT and certified staff	Summer 2013	Summer 2013
Ensure system for math progress monitoring is in place	Instruction	All	ILT and certified staff	On-going	On-going
Ensure possible LRE modifications and accomodations are included in math curriculum and assessment maps	Instruction	Students With Disabilities	ILT and certified staff	Summer 2013	Summer 2013
Ensure differentiated strategies for ELLs are included in math curriculum and assessment maps	Instruction	English Language Learners	ILT and certified staff	Summer 2013	Summer 2013
Map and align Science curriculculm as well as differentiation strategies for all learners to Common Core	Instruction	All	ILT and certified staff	Summer 2012	Summer 2012
Revise and align to CCSS grade level quarterly Science assessments	Instruction	All	ILT and certified staff	On-going	Summer 2012
Create Science grade level syllabi for publication	Instruction	All	ILT and certified staff	Summer 2012	Summer 2012
Map and align Social Studies curriculculm as well as differentiation strategies for all learners to Common Core	Instruction	All	ILT and certified staff	Summer 2013	Summer 2013
Revise and align to CCSS grade level quarterly Social Studies assessments	Instruction	All	ILT and certified staff	Summer 2013	Summer 2013
Create Social Studies grade level syllabi for publication	Instruction	All	ILT and certified staff	Summer 2013	Summer 2013
Develop and apply criteria for assessing and monitoring curricular alignment	Instruction	All	ILT and certified staff	Summer 2012	On-going

Strategic Priority 2

Build portfolios by grade level of ELA work and assessment exemplars	Instruction	All	ILT and certified staff	On-going	On-going
Build from student work and assessment samples a database of conceptual math exemplars for every grade	Instruction	All	ILT and certified staff	On-going	On-going
Develop and apply protocol for reviewing assessments for higher order thinking challenges, 21st Century skills, authenticity, and inquiry.	Instruction	All	ILT and certified staff	Summer 2012	On-going
Use IB Environment Protocols to provide quarterly feedback to teachers for evidence of IB implmentation in classrooms	ILT/ Teacher Teams	All	IB Coordinator and Principal	On-going	On-going
Provide a system for students and teachers to plan, implement, document, and reflect on all MYP Community and Service projects	Instruction	All	IB Coordinator and MYP teachers	Summer 2012	Summer 2012
Implement Inquiry Fair (one per semester)	Instruction	All	ILT and certified staff	Quarter 1	Quarter 3

Strategic Priority 3

Hold regular grade level meetings for collaborative analysis of data and determination of differentiated next steps for all students (intensive supports, remediation, challenge, intensive challenge)	ILT/ Teacher Teams	All	ILT and certified staff	On-going	On-going
Utilize "stretch lexiles" to configure classroom book clubs	ILT/ Teacher Teams	All	ILT and certified staff	Summer 2012	On-going
Use Descartes and Curriculum Ladders to develop individualized data folders for every student	ILT/ Teacher Teams	All	ILT and certified staff	Quarter 1	On-going
Organize and deploy staff /schedules for intensive supports and progress monitoring	ILT/ Teacher Teams	All	ILT and certified staff	Summer 2012	Summer 2012
Provide professional development on effective strategies to differentiate instruction	ILT/ Teacher Teams	All	ILT and certified staff	Summer 2012	Quarter 4
Utilize teacher observation/feedback protocols that include evidence of differentiation	ILT/ Teacher Teams	All	ILT and certified staff	On-going	On-going
Provide PD to facilitate teacher and student item analysis of PARCC-like items, EXPLORE, and constructed response samples	ILT/ Teacher Teams	All	ILT and certified staff	Quarter 2	Quarter 3
Provide PD to teachers on providing effective feedback to students	ILT/ Teacher Teams	All	ILT and certified staff	Quarter 2	Quarter 4
Provide PD to teachers on conceptual based math instructional strategies	ILT/ Teacher Teams	All	ILT and certified staff	Summer 2012	Quarter 2
Provide before and after school Math Clubs for acceleration and enrichment	After School/ Extended Day	All	ILT and certified staff	On-going	On-going
Ensure processes and structures are in place for all upper grades to understand and pursue a variety of high school options, with an emphasis on selective enrollment and schools with an IB Diploma program	Other	All	ILT and certified staff, counselor	On-going	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
#REF!	#REF!

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
#REF!	#REF!

Action Plan

Monitoring

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