



2012-2014 Continuous Improvement Work Plan

Williams Multiplex Elementary School

Burnham Park Elementary Network
2710 S Dearborn St Chicago, IL 60616
ISBE ID: 150162990252928
School ID: 610232
Oracle ID: 25891



Mission Statement

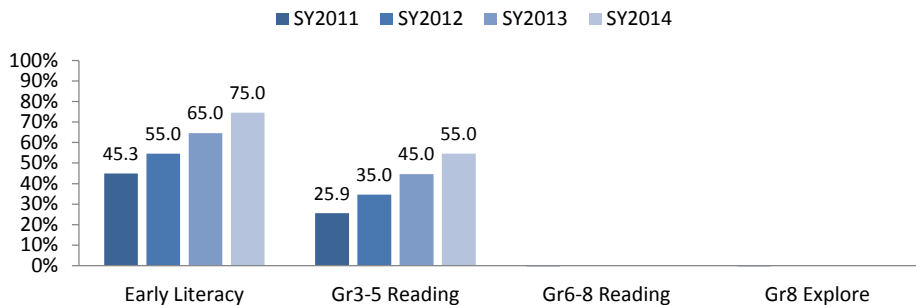
Williams Elementary School will provide opportunities for all students to achieve their personal best. Students will be prepared academically and socially for college and career readiness. This will be done by implementing and executing a high quality rigorous curriculum in all content areas. Students will also have the autonomy to make wise choices in a safe and positive environment.

Strategic Priorities

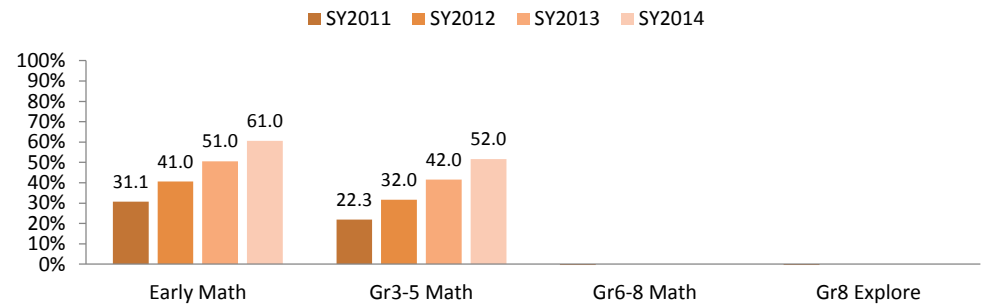
1. Implement the CCSS by increasing the amount of time spent and raising the expectation level for all students in the core academic instruction. Teachers will teach in the core areas based on their expertise.
2. Increase assessments scores of all students by implementing RtI. Establish high quality cohesive teaching practices to occur between general education and special education teachers.
3. Identify and implement a school wide writing curriculum.
4. Increase the quality and quantity of parental involvement.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Williams Multiplex 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
Lashonn Graham	Principal
Sonya Teague	Counselor/Case Manager
Gabrielle Brown	Special Education Faculty
Catherine Sweeney	LSC Member
Latasha Gentry	LSC Member
Rebecca Nyguen	Classroom Teacher
Lasonda Wiggins	Classroom Teacher
Wilma Mitchell	Support Staff
Kim Ambrose	Support Staff
Frances Oden	Support Staff
Jackee Lynch	Parent/ Guardian

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	45.3	55.0	65.0	75.0		Early Math % of students at Benchmark on mClass	31.1	41.0	51.0	61.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.9	35.0	45.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.3	32.0	42.0	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.1	58.0	68.0	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.1	68.0	78.0	88.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.6	92.0	93.0	94.0	Misconducts Rate of Misconducts (any) per 100	17.0	15.0	13.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.5	75.0	85.0	95.0	ISAT - Reading % of students exceeding state standards	27.9	30.0	35.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.2	85.0	90.0	100.0	ISAT - Mathematics % of students exceeding state standards	24.3	29.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	70.4	75.0	85.0	95.0	ISAT - Science % of students exceeding state standards	11.1	15.0	20.0	25.0

School Effectiveness Framework

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	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>Theory of Action was completed by the ILT based on 2011 assessment data.</p> <p>Scantron, Benchmark, DIBELS/TRC, ISAT, MClass, Constructed Response in Reading and Math, are a few of the assessments that are used to determine the areas of improvement.</p> <p>After analyzing student data, the goals and vision for the school were 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>Principal holds 1:1 conferences with the staff at the beginning and end of the school year to determine if their goals were met as a teacher.</p> <p>Principal holds Pre-conferences/post-conferences with teachers before and after observations.</p> <p>Principal encourages professional development throughout the school year.</p> <p>Staff members have the opportunity to participate in Book Club.</p> <p>Parents are provided with the schools performance, vision, and mission at Open House.</p> <p>Informational workshops are held quarterly to inform parents about the various goals and activities taking place in the school.</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 - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers attend weekly grade level meetings.</p> <p>All teachers are on multiple committees.</p> <p>Teachers send home classroom newsletters.</p> <p>Teachers share ideas and strategies with each other.</p> <p>Weekly staff meetings- input is given by all teachers.</p> <p>All teachers are on curriculum teams.</p> <p>All staff members have input on CWIP/FSD.</p> <p>A data team needs to be implemented for the SY 2012-2013.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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 team has had the same members for the past two years. With the strong committee focus, we advanced from a level 3 to a level 2 performance school in two years as a new team.</p> <p>The ILT represents all grade levels including special education.</p> <p>The ILT members have a 100% attendance rate for the Area <i>ILT</i> meetings for the past two years.</p> <p>After attending Area meetings the information is communicated to the staff.</p> <p>The ILT meet bi-weekly to discuss school concerns.</p> <p>ILT analyze data from various assessments and make adjustments.</p> <p>ILT plans and facilitates PD for the school year.</p> <p>ILT plan for the next school years activities.</p>	
Monitoring and adjusting ----->			2
<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>Currently, we analyze assessment data at weekly grade level meetings.</p> <p>We analyze the data after each assessment window for Benchmark/Scantron/Dibels.</p> <p>However, more follow up is needed after the teachers go back and re-teach. We need to get to the root cause of why certain target groups are not achieving their goals.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>Each grade level follows the CCSS-Reading- Pacing/scope.</p> <p>Grade level teams have mapped out scope and sequence using CCSS for the past two years (still need to fill in gaps).</p> <p>Teachers attended CCSS professional development and will attend workshops this summer.</p> <p>Special Ed. teachers are using CCSS according to grade level.</p> <p>Students need more exposure to non-fiction.</p> <p>Staff needs more PD on differentiation.</p> <p>Core materials have been selected by teachers and ordered.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Core Instructional materials are being used in classrooms.</p> <p>All books need to be labeled according to genre.</p> <p>More books are needed for all levels, in all subject areas.</p> <p>A new Math instructional program is needed. However, the teachers are using supplemental materials to close the gaps.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<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>Teachers provided and analyze weekly assessments.</p> <p>Benchmark, Scantron, DIBELS/TRC, teacher created assessment: grade level assessments are given and analyzed each quarter.</p> <p>Each grade level gives an end of the year assessment.</p> <p>There needs to be an assessment for new students that transfer in throughout the school year.</p> <p>Progress monitoring for Dibels needs to be monitored more by the ILT to ensure that the students in the "red" are being progressed accordingly.</p> <p>The 2012 OSES Snapshot reported that it is evident that Students with Disabilities participate in Universal Screening.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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>CCSS are posted in every classroom.</p> <p>Teachers explain the CCSS to the students before, during, and after the lessons.</p> <p>Through principal observations and per the OSES 2012 Snapshot, Scaffolding is evident in classrooms.</p> <p>During principal observation- students can explain what the goals of the lessons, why they are important are and how they relate to everyday situations.</p> <p>Create common assessments within grade levels.</p> <p>The level of questioning needs to be more rigorous in all grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			1
	<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>The school needs PD on RtI.</p> <p>The school will benefit from a reading specialist.</p> <p>Small group instruction is used daily in grades K-3.</p> <p>Burst was used as an intervention for K-2 for SY 2011-2012.</p> <p>A blocked time for interventions has been put in place for school year 2012-2013 for all grades.</p> <p>Staff will use the PD time to read several books on RtI beginning June 2012.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is based on what the teachers need and request.</p> <p>The ILT creates a PD calendar at the end of the school year. We got off target due to building logistics this year.</p> <p>Teachers attend Area PD and then return to school and provide PD to the staff.</p> <p>The FSD will allow us to have consistent quality PD.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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>Grade level meetings were implemented in 2009.</p> <p>Teachers collaborate once a week in a scheduled focused grade level meeting to analyze data.</p> <p>General ed. and special education teachers meet together. This year we were not able to schedule an ILT to attend each grade level meeting, but it will occur for school year 2012-2013.</p> <p>Grade levels have an agenda for all meetings and they have to submit it to the principal within two days.</p> <p>For the SY 2012-2013 we will have more vertical data meetings.</p>	
	Instructional coaching ----->			2
	<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>Teachers attend professional development opportunities.</p> <p>There is a plan for teachers that need coaching.</p> <p>New teachers work with team members and the principal.</p> <p>New teachers tend to be previous student teachers, so they are already comfortable with the environment.</p> <p>Will implement cross classroom visitation- principal has allocated funds for sub coverage.</p> <p>Teachers will need to be coached so they are comfortable with their colleagues observing them.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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>Career Café (4th and 5th grades) has been implemented. The hallway has been decorated with college banners.</p> <p>Students will research a college for SY 2012-2013.</p> <p>Classrooms will be named for colleges in SY 2012-2013.</p> <p>Students will visit universities and colleges in SY 2102-2013.</p> <p>Have a Career event for the students and parents.</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>All students have at least one adult advocate in the school.</p> <p>The response from student surveys shows that most students feel that the adults in the building care about them.</p> <p>Through various types of communication, parents don't feel that they are welcomed in the school.</p> <p>Issues and concerns with students/adult respect and appropriate responses in the classroom and hallways.</p> <p>Students with disabilities are included at all times in all activities at the school</p>	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<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>The expected behavior and the consequences are communicated to the students and parents by the principal at Open House.</p> <p>Behavior expectations are posted and vocalized in every classroom.</p> <p>Teachers and the principal call and/or send communication notes for unacceptable behavior.</p> <p>Students are rewarded each month for Good Citizenship.</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			4
	<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>The principal has an open door policy.</p> <p>Parents receive monthly Newsletters.</p> <p>The principal sends out Phone Tree messages at least once a month.</p> <p>Monthly Parent Workshops are provided through partnerships.</p> <p>ISAT Parent Workshops are provided by the principal and staff.</p> <p>Quarterly Syllabus is provided to the parents.</p> <p>Progress Reports are sent home every five weeks.</p>	
	Ongoing communication ----->			4
	<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 provide Home-School Communication Journals.</p> <p>Teachers provide classroom Newsletters.</p> <p>Quarterly syllabus and assessments results are sent home.</p> <p>Teachers and principal send Home Communication letters.</p>	
	Bonding ----->			4

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
DIMEI	<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>The school holds school functions such as: Literacy Fair, Math Night, and Spelling Bee.</p> <p>We have quarterly award assemblies.</p> <p>The parents use the Fitness Center- (Wednesday Workouts), and have Nutrition workshops.</p> <p>Through partnerships, the parents and their children have school family field trips.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Mrs. Ambrose (After-School Coordinator) and Ms. Jenkins (Social Worker) conducts various outreach opportunities for the parents.</p> <p>Mrs. Moore (Nurse) provides the research and resources for medical concerns.</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>Career Café was implemented this school year for 4 & 5 grade students. We are working on implementing a program for the rest of the population. The students were given Interest inventory by the Counselor.</p>	
Academic Planning ----->			2	
<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>Some classrooms have had Authors come to the school to read their books to the student.</p> <p>We will have a college and career planning team for the upcoming school year.</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>After School Programs- Park District (Gymnastics/Baseball) CAPE-(Arts) Passages (Academic/Recreation)</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The 4th/5th grade students were given career assessments for Career Café. Based on their choices, speakers came every Friday in the month of May and interacted with the students for 35-40 minutes.</p>	
	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. 		
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Students attend ISAT Bootcamp for six weeks in January to help strengthen their skills for the assessment .</p> <p>Parents are provided ISAT workshops to inform them about the Benchmark requirements and to provide them with some tools that will help them to assist their children at home.</p> <p>Students are given activities and assignments to study and complete over all intercession breaks, including summer.</p>	

School Effectiveness Framework

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	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. 	<p>Having the Book Fair twice a year helps to purchase more books for the Library.</p> <p>Teachers apply for Donors Choose to get additional material.</p> <p>Staff members apply for the Kohl Children's Museum grant, which provides student materials and trip opportunities for students and their parents.</p> <p>Funds are used to purchase materials, books, and technology</p>	
	Building a Team ----->			3
	<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. 	<p>The principal has requested to have student teachers placed at the school each year.</p> <p>ILT Team conducts interviews for positions at the school.</p> <p>ILT members interview multiple candidates for position openings.</p> <p>Grade level teams are intentionally designed to tailor the needs of the students. Also, to provide teachers with the experience of teaching various grade levels.</p>	
	Use of Time ----->			2

School Effectiveness Framework

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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>Grade level meetings have a scheduled day and time.</p> <p>For SY 2012-2013 an ILT member will be present at GLM's.</p> <p>Teachers have designated team collaboration meeting day with the principal for SY 2012-2013.</p> <p>Grades K-2 used Burst as intervention for SY 2011-2012.</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

Williams Elementary School will provide opportunities for all students to achieve their personal best. Students will be prepared academically and socially for college and career readiness. This will be done by implementing and executing a high quality rigorous curriculum in all content areas. Students will also have the autonomy to make wise choices in a safe and positive environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement the CCSS by increasing the amount of time spent and raising the expectation level for all students in the core academic instruction. Teachers will teach in the core areas based on their expertise.	<p>The school did move from performance level 3 to level 2 last year, but the students did not make the expected academic achievement gains. In Literacy, (K-2) 45% of the students were at Benchmark. In Math, only 31% were at Benchmark. On the Scantron (3rd-5th), 25% met in Reading and 58% made their growth target. In Math, only 22% were at grade level and 58% met their target growth.</p> <p>By adding more time to the core areas, the students will have more time to explore and be engaged in meaningful activities. More technology will be incorporated in all the content areas. This will motivate and inspire the students to want to seek more knowledge. This will increase the not only the scores, but prepare the students for a high quality global education.</p> <p>We are aiming to make at least 10% gains in all areas for the 2012-2013 SY.</p> <p>In grades 3-5, there are two classrooms at each level. One teacher will teach Reading and the other will teach Math. This organization should help the teacher to be able to focus on more individualized instruction for the students.</p>

2	<p>Increase assessments scores of all students by implementing RtI. Establish high quality cohesive teaching practices to occur between general education and special education teachers.</p>	<p>Based on assessment data from Scantron, ISAT, and classroom test, this population of students have consistently failed to meet state and grade level goals. Only 28% of the Students with Disabilities are achieving state goals.</p> <p>In grades K-2 Burst was used for Tier 1 intervention (SWD's were not in Burst).</p> <p>Provide intervention for students flagged at the beginning of the year and monitor progress and make adjustments accordingly.</p> <p>Provide daily small group instruction based on student needs (3-5 students).</p>
3	<p>Identify and implement a school wide writing curriculum.</p>	<p>As shown on 2011 ISAT Extended Response the students displayed difficulty writing the requested information in the correct format. They also had difficulty with the content of their writing. Also, this year monthly writing prompts were given to the students and based on the scores from the rubrics, the students' writing level is insufficient for all grades. Most of the scores fell in the category of the 1-2 range on the rubric. It is our goal to have 60% of the students to score in the 3-4 category for the 2013 test.</p> <p>This SY Being a Writer is being implemented in some classrooms; and Writer's Workshop. The curriculum and the expectations must be the same for SY 2012-2013.</p> <p>The writing block will allow the students to write daily. Short term it will increase the Extended Response scores, long term they will be proficient writers.</p>
4	<p>Increase the quality and quantity of parental involvement.</p>	<p>Parent interaction and involvement at meetings and assemblies are not well supported. Parents have verbalized that they don't feel welcomed so they chose not to be visible in the school. We only get about 10% of the parents to consistently be involved in the school activities. If parental support is increased, then the students academics should increase, because it will allow the parents a chance to see and be more engaged with their child's learning.</p>
5		

