CIWP

2012-2014 Continuous Improvement Work Plan

Ella Flagg Young Elementary School

Austin-North Lawndale Elementary Network

1434 N Parkside Ave Chicago, IL 60651

ISBE ID: 150162990252525

School ID: 610235

Oracle ID: 25921
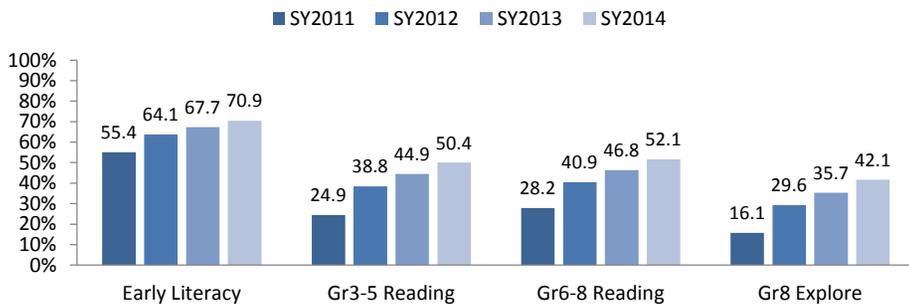
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Mission Statement

The Ella Flagg Young School community is committed to creating a learning environment that cultivates that all studentsto be independent readers and writers, creative thinkers, and decision makers. Through an emphasis on literacy, mathmatics, science and technology, students will acquire the necessary skills to be productive citizens in a global society.
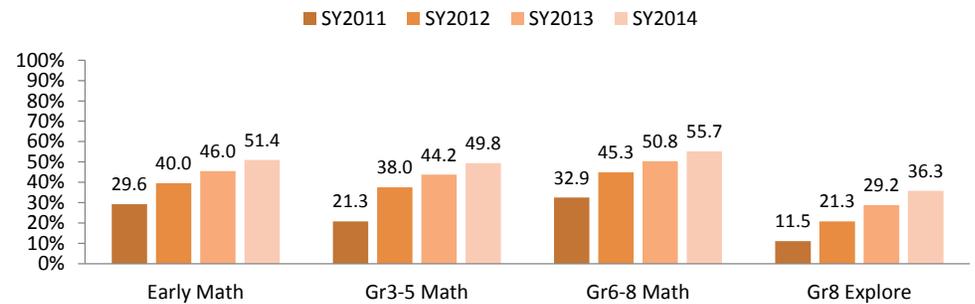
Strategic Priorities

1. Improve math instruction by implementing skill specific interventions targeting intensive and strategic primary students, warning and below students and specific borderline meets to exceed students based on mClass, NWEA and ISAT data.

2. Improve literacy achievement by Implementing K-8 vertically aligned Common Core English Language Arts standards including interventions, small groups and guided reading using new materials from Appendix A.

3. Improve Science achievement through additional CMSI PD and the creation of a K-8 hands on science lab to increase teacher/student use of F.O.S.S. instructional program.

4. Improve attendance to 95% through parent education and incentive programs targeting parents/guardians of primary students.

5.

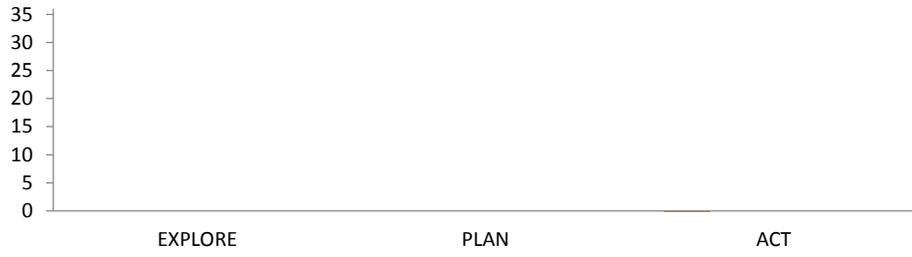### School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	55.4	24.9	28.2	16.1
SY2012	64.1	38.8	40.9	29.6
SY2013	67.7	44.9	46.8	35.7
SY2014	70.9	50.4	52.1	42.1

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	29.6	21.3	32.9	11.5
SY2012	40.0	38.0	45.3	21.3
SY2013	46.0	44.2	50.8	29.2
SY2014	51.4	49.8	55.7	36.3

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EPAS Goals

35		
30		
25		
20		
15		
10		
5		
0		
EXPLORE	PLAN	ACT

12th Grade & Graduation Goals

100%		
90%		
80%		
70%		
60%		
50%		
40%		
30%		
20%		
10%		
0%		
College Eligibility	Graduation Rate	College Enrollment
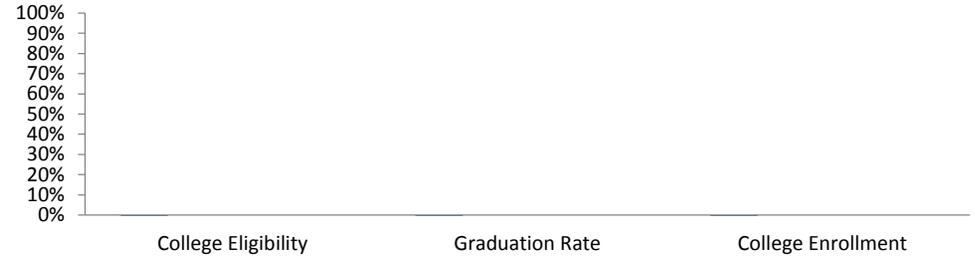
Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Ella Flagg Young 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
Crystal Bell	Principal
Jamikka Nelson	Assistant Principal
Yuvodia Poley/Natasha Luster	Classroom Teacher
Amber Brutzkus/Diane Jones	Classroom Teacher
JoAnne Anagnost/Chynine Simmons	Classroom Teacher
Cinnamon Pope-Bell/Ahmed Bridget	Classroom Teacher
Susanna Tabic/Patricia McCaa	Classroom Teacher
Geraldine Catto	Special Education Faculty
Tontaneshia Jones	Lead/ Resource Teacher
Shernet Strawder/Tamika Graham	Parent/ Guardian
Nicole Jones/Gem Harris	Parent/ Guardian
Faye Edwards/Earlean Green	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	55.4	64.1	67.7	70.9	**Early Math** % of students at Benchmark on mClass	29.6	40.0	46.0	51.4

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.9	38.8	44.9	50.4	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	21.3	38.0	44.2	49.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.4	53.3	57.9	62.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.3	53.2	57.9	62.1

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.2	40.9	46.8	52.1	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.9	45.3	50.8	55.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.9	59.9	63.9	67.5	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.5	64.2	66.9	69.6

8th Grade									
Explore - Reading % of students at college readiness benchmark	16.1	29.6	35.7	42.1	**Explore - Math** % of students at college readiness benchmark	11.5	21.3	29.2	36.3

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.3	95.0	96.0	96.0	Misconducts Rate of Misconducts (any) per 100	3.0	7.0	10.0	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	66.1	72.0	82.0	89.0		ISAT - Reading % of students exceeding state standards	8.0	18.0	26.2	33.6
ISAT - Mathematics % of students meeting or exceeding state standards	71.1	79.0	82.0	87.0		ISAT - Mathematics % of students exceeding state standards	9.1	20.9	28.8	35.9
ISAT - Science % of students meeting or exceeding state standards	60.7	68.2	72.0	77.0		ISAT - Science % of students exceeding state standards	2.3	11.2	19.0	26.2

High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	NDA			
10th Grade - PLAN Average PLAN score	✕	NDA			
11th Grade - ACT Average ACT score	NDA	NDA			

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	NDA			
5-Year Graduation Rate % of students who have graduated within 5 years	NDA			
College Enrollment % of graduates enrolled in college	NDA			

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	0.0	0.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	0.0	0.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.3				**Misconducts** Rate of Misconducts (L4-6) per 100	3.0			
Freshman On-Track % of Freshman Students on-track	NDA				**Sophomore On-Track** % of Sophomore students on track	NDA			

High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	NDA				**PSAE Reading** % of students exceeding state standards	NDA			
PSAE Mathematics % of students meeting or exceeding state standards	NDA				**PSAE Mathematics** % of students exceeding state standards	NDA			
PSAE Science % of students meeting or exceeding state standards	NDA				**PSAE Science** % of students exceeding state standards	NDA			

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	*Goals and theory of action*	-->		**3**
	• 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 Plan developed. The school has established measurable goals and has done an adequate job of including students/parents in the results. The school has adequate plan of action that is effective and consistent in improving student data. Utilizing on track for keeping pace reports. Utilizing RTI tier replacement reports. Utilizing RTI log and ANL Network Scantron Goal Setting Sheets, along with Scantron teacher reports.	
	Principal Leadership	-->		**3**
	• 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.	Principal creates a feeling of family and belonging, Principal embraces the community, School is open to participate in varied activities, Principal has vertical team meetings. Principal provides professional learning opportunities as a result of formal and informal observations. Cutting edge instructional tools and resources that require teacher training support (i.e. Elmos, Ipads, Smartboards). Principal creates a professional learning system that evaluates teacher needs and interests through community and university partnerships. Utilizes consultants and school based coaches to clarify instructional best practices for individual staff members. Principal establishes and nutures a culture of college and career readiness internally and externally through emphasis on EXPLORE transition for students, involvement of community businesses and	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	All teachers are invited to participate and develop their leadership success in the following activities: ILT membership, Grade Level Team, Mentor teacher, Literacy Coach, Family liasion, Data Team, Bilingual lead, CIWP Team, Young Authors, Social Emotional Learning, Foundations. Teachers provide professional development to faculty and staff as a result of attending various workshops. Teachers utilize an open door policy to share and collaborate on techniques that work in peer classrooms.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• 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	Grade Level meetings Open Classroom Policy Vertical Planning, Teacher guided professional development ISAT/Scantron/DIBELS/Mclass Math Analysis The ILT addresses specific teaching and learning areas The ILT expresses concerns from the other staff members The ILT implements new ideas The ILT analyzes data biweekly in order to determine schoolwide goals. The ILT consists of but is not limited to members of each grade level team, support staff representatives, and literacy coach. All parties involved make up the knowledge and expertise needed for successful outcomes.	
Monitoring and adjusting	--->		**3**
• 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.	Grade Level meetings, ILT meetings, Analyze data at each grade level, Data Room, Middle School reviews Scatron EOY, ISAT 2012, classroom assessments data biweekly in order to adjust curriculum to reflect data results, cross curricular grade levels collaborate to devise effective ways to improve the learning process.	

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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.	Common Lesson Plans/Unit, CCSS standards. Each grade level participates in vertical planning as appropriate in alignment with CCSS. Educators expose students to CCSS via discussion and text. SCRMA materials are in use with leveled readers, libraries and a "My Sidewalks" component for students with disabilities and/or those struggling students. Additional ESL materials are ordered to supplement the ESL version of reading curricula.	
	Instructional materials	-->		**3**
	• 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).	Pull-out programs, ESL and appropriate instructional materials Teachers are participating in network, national and local professional development in literacy, math and science. Teaches are using the interdisciplinarian approach to their grade levels and classrooms. They are collaborating vertically/horizontally. There is an increase in the use of non-fiction instruction and computerized instructional programs (Achieve 3000).	

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.	Teacher teams, portfolio development, All teachers receive data, Grade levels use standardized assessments to enhance future performances, IEP modifications are effectively in place as required to maximaze student results. Schoolwide, teachers access classroom data through CIM, Achieve 3000, ISAT and Scantron. Assessments include student work, projects, unit tests, Common Core, Scantron, Achieve 3000, DIBELS, mClass Math and CLi Assessments.	

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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.	Teacher teams, portfolio development. All teachers receive data, grade level use standardized assessments to enhance, teachers implement various kinds of rigorous lessons to develop higher order thinking skills and teachers spiral curriculum so students have an opportunity to develop an in-depth understanding of core subjects and skills taught. Teachers use assessments throught the school year to verify understanding of concepts taught, and to re-teach concepts that students do not understand. Objective charts strategically placed on chalkboards building-wide to clearly communicate standards based objectives. Teachers regularly use formative assessments through questioning, exit slips and quizzes as well as teacher conferences such as writing or reading workshop conferences.	

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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.	RTI, DIBELS, Scantron, Grade 1 IFL Tutoring (Online), Extended Day, Achieve 3000, PM Sessions Analyzing Data, The Middle School has developed interventions that promote optimum learning and development of skills for students that may be in need of intervention services, Interventions used are developed to enhance skill, Interventions are used in small groups, peer tutoring and one-on-one instruction.	
Whole staff professional development	-->		2
• 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.	Professional Development Binders, Data Binders, CPS University, ILT, Professional development activities are well-planned and aligned to state standards, Teacher response surveys are given to determine PD effectiveness. Literacy Coach and consultants work with teachers in whole and small groups along with individuals.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	Grade level minutes, CLI Coaches/Training, Weekly Literacy Consultant, Teachers meet on a regular basis in regard to areas of concern that involve the total school community, Teachers are provided enough collaborative time that involves the analysis of data to enhance student learning, Planning is on-going and occurs daily, vertically and with the special education team, Teachers share a common goal to improve student learning.	
	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.	Cross classroom visitation, teachers use suggested objectives, Peer teaching and observations occur, There is adequated professional conversations, Principal observations occur regular and provides timely feedback and opportunities for growth,	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**2**
	• 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	We are in the developmental stages of college and career readiness, Career Day, GEAR UP, College Visits, Middle School teachers have attended several high school readiness professional development workshops and elementary school and high school articulation.	
	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.	Classroom teacher, school counselor, social worker, school support team and discipline team has "group talk" to whom that gives additional nurturing to students. Teacher talk is relative to individual relationships with students. Social Eoitional Learning (SEL) Program, Students have SEL relationships with DEAR and lunchroom staff All students are an integral part of the LRE mandate, Students form healthy teacher/student relationships that continue to adulthood, Chicago Cares and Effective inclusion programs are also apart of our school culture to ensure total success for students.	
	Behavior& Safety	-->		**4**

Date Stamp November 22, 2012

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
• 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.	Extracurricular activities help address behavior, Partnership with Chicago Police Department, Social Emotional Learning (SEL), SEL student Leaders, peer leaders to prevent bullying. Use new SEL kits, P.A.S.S. (Positive Alternative to School Suspension), Buddy System . Staff establishes and maintains a safe welcoming school environment through support staff monitors, parent patrol, consistent school-wide approach to student discipline through "Go for the Gold" and teacher	

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CIWP

2012-2014 Continuous Improvement Work Plan

Ella Flagg Young Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• 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.	Vertical Planning meetings, walking reading for higher ability students, departmental classes, Headstart partners with Kindergarten, Step Up to Kindergarten, GEAR UP partnership, NEIU partnership with Sharon Rak and Wendy Thomas, Cli, CHASE Teacher-Mate partnership, Cadres hired, ILT members offer peer coaching ILT meetings, grade level meetings address curriculum needs, expectations and resource needs. Articulation meetings with high schools in order to learn high school expectations.	
Ongoing communication	-->		**3**
• 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.	Parent Call Log, Weekly Go for the Gold, Progress Reports, Remediation Conferences, parent portal and parent assistance meetings.	
Bonding	-->		**3**

(Left vertical label) DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	"Open Door Policy, Open House, Family Night, Parent Involvemet Activity per grade level, Painting Murals, Family Night, Themed Assemblies, "Community Connection" Events.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	--->		**2**
	• 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.	ERIC Family Services, GEAR UP, Chicago Cares and Hargrove Hospital.	
N 6: College and Career Readiness Supports	***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.	Middle school students participate GEAR UP which has a partnership with Northeastern Illinois University. University, college and career programs expose students to life-long career goals. Annual Career Day allows students to	
	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.	GEAR UP, Theme: College Begins in Headstart; Make Sure You Play Your Part. Mandatory research projects specifically designed for college and career preparations.	
	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.	The school has a a variety of extracurricular activities and enrichment opportunities. Talents and Interests are nurtured via sports, Talent and Fashion Shows, Black Ensemble Theatre participation, GEAR UP, Drumline and	

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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
DIMENSIO	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in pre-Explore exam Students participate in career surveys Strategically planned field trips provide students with college eand career information	
	College & Career Admissions and Affordability	-->		**1**
	• 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.	N/A	
	Transitions	-->		**2**
	• 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.	Parent meeting for benchmark grade levels, Specific NCLB PAC meetings for parents with students in the primary grades.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**2**
DIMENSION 7: Resource Alignment	• 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.	Discretionary funds are allocated to identify academic needs using data. All 1st grade teachers will implement Teacher Mate with fidelity using centers and IPOD's a minimum of 3 x per week by the end of the 1st quarter. School participate in the Children's Literacy Inititative grant, Chicago Cares provides an academic and extracurricular programs, GEAR UP provides college tutoring to middle school students, Northeastern Illinois University provides professional development	
	Building a Team	-->		**2**
	• 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.	School actively seeks potential staff. Knowledge is demonstrated through substitute teaching. School team participates in interviewing process.	
	Use of Time	-->		**2**

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
• 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.	Grade level meetings. Professional development, Advocate pull-outs, Dr. Pleasont (consultant), CLI meetings, Weekly meetings with literacy coach, Strategies provided targeting ISAT and Scantron deficiences and Afterschool programs.	

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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

The Ella Flagg Young School community is committed to creating a learning environment that cultivates that all studentsto be independent readers and writers, creative thinkers, and decision makers. Through an emphasis on literacy, mathmatics, science and technology, students will acquire the necessary skills to be productive citizens in a global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Improve math instruction by implementing skill specific interventions targeting intensive and strategic primary students, warning and below students and specific borderline meets to exceed students based on mClass, NWEA and ISAT data.	Our 2011 -2012 mClass and Scantron EOY, Spring 2011 ISAT scores along with our preliminary EXPLORE indicate a need for specific interventions on targeted math concepts.
2	Improve literacy achievement by Implementing K-8 vertically aligned Common Core English Language Arts standards including interventions, small groups and guided reading using new materials from Appendix A.	Current data shows a low % of students in the exceeds category. A more rigorous K - 8 literacy curriculum will help move students from intensive (DIBELS) to benchmark along with increasing the percentage of students in ISAT and Common Core exceeds.
3	Improve Science achievement through additional CMSI PD and the creation of a K-8 hands on science lab to increase teacher/student use of F.O.S.S. instructional program.	Science Scantron EOY scores are below district average. Students need increased time with hands on science tasks to increase their knowledge of scientific concepts.
4	Improve attendance to 95% through parent education and incentive programs targeting parents/guardians of primary students.	We will implement a specific attendance program targeted to primary - our grades with the lowest attendance rates. The attendance rate for Young School is 94.3%. The attendance goal is 95.0%.

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Strategic Priority 1

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

Strategic Priority Description	Rationale
Improve math instruction by implementing skill specific interventions targeting intensive and strategic primary students, warning and below students and specific borderline meets to exceed students based on mClass, NWEA and ISAT data.	Our 2011 -2012 mClass and Scantron EOY, Spring 2011 ISAT scores along with our preliminary EXPLORE indicate a need for specific interventions on targeted math concepts.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Classroom teachers will use specific interventions for small group and indivudualized instruction beginning August 2012 and BOY testing. It will continue throughout the academic year between Boy to Moy and Moy to EOY.	Instruction	All	Teachers	Quarter 1	On-going		
Classroom teachers will participate in June to August Summer 2012 CMSI professional development targeting new Everyday Math strategies.	Instruction	All	Principal	Summer 2012	On-going		
Math Consultant Services will target specific skills documented in NWEA and mClass BOY. Consultant services will begin September 2012.	Instruction	All	Asst. Principal	Quarter 1	On-going		
Purchase instructional materials using Common Core State Standard Appendix A for small group instruction and student academic intervention. The purchasing of materials will begin July 2012.	Instructional Materials	All	Principal	Summer 2012	On-going		

Strategic Priority 1

Primary classroom teachers will use specific interventions for small group and indivudualized instruction using mClass Math progress monitoring data along with mClass Math results. beginning August 2012 continuing to EOY.	Instruction	All	Primary Teachers	Quarter 1	On-going		
Utilization of technology to target specific math skills using laptop and Ipad carts. Websites such as www.khanacademy.com with be utilize.	Instruction	All	Teachers	Quarter 1	Quarter 1		
Purchase online Digital Math Program from Pearson targeting specific grade levels using Scantron EOY and ISAT 2012 data.	Instruction	Other student group	Targeted Teachers	Quarter 1	Quarter 1		
Middle School students will complete one Qudrant D math project every five weeks. Students will display graded Quadrant D projects.	Instruction	Other student group	Middle School Teachers	Quarter 1	On-going		
Quarterly Performance Management sessions	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Full implementation of Foundation and Social Emotional programs which will create an environment conducive to learning.	Instruction	All	Teachers	Quarter 1	Quarter 1		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Improve literacy achievement by Implementing K-8 vertically aligned Common Core English Language Arts standards including interventions, small groups and guided reading using new materials from Appendix A.	Current data shows a low % of students in the exceeds category. A more rigorous K - 8 literacy curriculum will help move students from intensive (DIBELS) to benchmark along with increasing the percentage of students in ISAT and Common Core exceeds.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
K-8 Teachers will utilize instructional materials/exemplars purchased from Common Core State Standard Appendix A. Teachers, Literacy Coach and administration will determine which instructional materials will be most effective in the classroom. Purchases will be made beginning July 1, 2012.	Instruction	All	Teachers	Quarter 1	On-going		
All 1st grade teachers will implement Teacher Mate with fidelity using centers and IPOD's a minimum of 3 x per week by the end of the 1st quarter.	Instruction	All	Teachers Literacy Coach	Quarter 1	On-going		
All K-3 teachers will implement Children's Literacy Initiative (Cli) using the tenets with authenticity. K-3 and administrators will participate in weekly coaching sessions and monthly professional development workshops beginning June 26, 2012 and ending June 2013.	Instruction	All	Primary Teachers	Quarter 1	On-going		

Strategic Priority 2

Professional development and consultant services targeting guided reading and small group instruction resulting in significant growth from NWEA, DIBELS and mClass BOY to MOY. The consultant services will include assistance with modeling, word knowledge, vocabulary development, fluency, writing, pacing, differentiating instruction. Teachers will utilize interventions as suggested by Mclass and DIBELS support resources based in individual student results.	Instruction	All	Literacy Coach Reading Consultants Teachers	Quarter 1	On-going		
Primary classroom teachers will use specific interventions for small group and indivudualized instruction using DIBELS progress monitoring data along with DIBELS results. beginning August 2012 continuing to EOY.	Instruction	All	Teachers	Quarter 1	On-going		
Achieve 3000 will have a usage rate of 90% or greater by the end of the first quarter.	Instruction	All	Teachers	Quarter 1	On-going		
Quarterly awards assembly highlighting those students on the Principal's List (all A's), Honor Roll (A's and B"s) and On a Roll.	Other	All	Teachers	Quarter 1	On-going		
After school progam which target specific skills in literacy after utilizing Scantron EOY, DIBELS, mClass Math and ISAT 2012 data.	Instruction	All	Teachers	Quarter 1	On-going		
Quarterly Performance Management sessions	ILT/ Teacher Teams	All	Teachers Principal Asst. Principal	Quarter 1	On-going		

Strategic Priority 2

Full implementation of Foundation and Social Emotional programs which will create an environment conducive to learning.	Instruction	All	Teachers Principal Asst. Principal	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Improve Science achievement through additional CMSI PD and the creation of a K-8 hands on science lab to increase teacher/student use of F.O.S.S. instructional program.	Science Scantron EOY scores are below district average. Students need increased time with hands on science tasks to increase their knowledge of scientific concepts.

Action Plan | | | | | | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will use science lab for hands on instruction beginning September 2012 biweekly.	Instruction	All	Teachers	Quarter 1	On-going		
Purchase science lab instructional materials beginning July 2012.	Instructional Materials	All	Teachers	Quarter 1	On-going		
Professional development for CMSI and FOSS will commence summer 2012.	Instruction	All	Teachers	Quarter 1	Quarter 1		
K-8 Teachers will use CMSI pacing guides as a follow-up to professional development.	Instruction	All	Teachers	Quarter 1	On-going		
Utilization of technology for science using laptop and Ipad carts. Science Websites will be utilized.	Instruction	All	Teachers	Quarter 1	On-going		
K-8 teachers will use F.O.S.S. instructional curriculum for daily science instruction.	Instruction	All	Teachers	Quarter 1	On-going		
Science fair for K-5 and Middle School	Instruction	All	Teachers	Quarter 1	On-going		
Chicago Cares Saturday program "Science-on-the-Go" program for students in grades 3-8	After School/ Extended Day	All	Teachers	Quarter 2	On-going		

Strategic Priority 3

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
Improve attendance to 95% through parent education and incentive programs targeting parents/guardians of primary students.	We will implement a specific attendance program targeted to primary - our grades with the lowest attendance rates. The attendance rate for Young School is 94.3%. The attendance goal is 95.0%.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parent education attendance workshop needed specifically for primary students.	Parental Involvement	All	Teachers	Quarter 1	On-going		
Incentive "gift" program for students and parents who achieve perfect attendance and improved attendance.	Parental Involvement	All	Parents	Quarter 1	On-going		
Kindergarten Attendance Program specifically targeting the 90th percentile August - June.	Parental Involvement	All	Principal Teachers Parents Asst. Principal	Quarter 1	On-going		
Distribute monthly calendar to parents/guardians highlighting the importance of daily attendance.	Parental Involvement	All	Principal Teachers Parents Asst. Principal	Quarter 1	On-going		
Quarterly awards assembly for those students with Perfect attendance and On-a-Roll to perfect attendance.	Other	All	Principal Teachers Parents Asst. Principal	Quarter 1	On-going		
Teachers and staff will make daily calls to homes and log parent contact information.	Other	All	Principal Teachers Parents Asst. Principal	Quarter 1	On-going		
Parent and staff (administrator, attendance clerk, social worker) meeting targeting chronic absentee, tardy and truant students.	Parental Involvement	All	Parent Principal Asst. Principal	Quarter 1	On-going		

Strategic Priority 4

Purchase and distribute student planners, which are a school/home communication too.	Parental Involvement	All	Clerk Asst. Principal	Quarter 1	Quarter 1		

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Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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