



**2012-2014 Continuous Improvement Work Plan**

**Carrie Jacobs Bond Elementary School**

Englewood-Gresham Elementary Network

7050 S May St Chicago, IL 60621

ISBE ID: 150162990252088

School ID: 610238

Oracle ID: 25941



**Mission Statement**

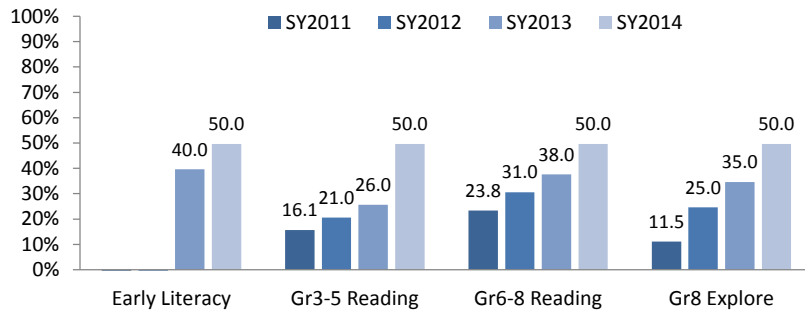
Our mission is to provide a safe and nurturing learning environment where rigorous academic instruction and real-world learning experiences allow children to grow academically, emotionally, socially, and physically. Our goal is to empower all students with the knowledge and life skills need to be college and career ready and live a life of integrity, inquiry, perseverance, and purpose.

**Strategic Priorities**

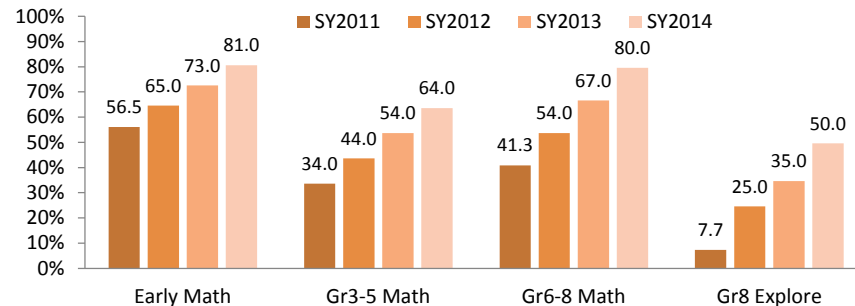
1. Teachers will deliver Common Core State Standards aligned literacy and mathematics instruction supported by high quality text and curriculum.
2. Teachers will coordinate their knowledge of content, students, and resources to design units and lessons in professional learning communities. Learning activities will be aligned to standards-based learning objectives and will be suitable to engage groups of students in cognitive activities.
3. Teachers will align student assessments with the standards-based learning objectives identified for units and lessons; assessment methodologies will be adapted for groups of students. Assessments will clearly identify and describe student expectations and provide descriptors for each level of performance. Teachers will select and design
4. Teachers will seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and use new knowledge to improve practice. Teachers will regular collaborate with and provide and receive support to/from colleagues. Teachers will actively participate in team based professional inquiry that advances student
5. Teachers will establish standards of student conduct and effectively use CHAMPS as part of a whole school positive behavior support model. Teachers will monitor student behavior using established standards of conduct. Teachers will use CHAMPS to model and reinforce appropriate student behavior and redirect inappropriate student

**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](http://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:	Carrie Jacobs Bond 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
Valesta Cobbs	Principal
Pamela Bolden	Assistant Principal
Angel Roan	Counselor/Case Manager
Patrick Verbrick	Classroom Teacher
Patsy Williams	Classroom Teacher
Eileen Ruckdeschel Wilson	Classroom Teacher
Lee Glover	Special Education Faculty
Charmaine Charles	Parent/ Guardian
Esther Cross	Classroom Teacher



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA	NDA	40.0	50.0		<b>Early Math</b> % of students at Benchmark on mClass	56.5	65.0	73.0	81.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	16.1	21.0	26.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	34.0	44.0	54.0	64.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	41.7	50.0	58.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	48.3	55.0	65.0	75.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	23.8	31.0	38.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	41.3	54.0	67.0	80.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	52.8	60.0	68.0	78.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	65.8	70.0	75.0	80.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	11.5	25.0	35.0	50.0		<b>Explore - Math</b> % of students at college readiness benchmark	7.7	25.0	35.0	50.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	91.7	95.0	95.0	95.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	18.8	10.0	9.0	8.0					

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	59.0	67.0	75.0	83.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.6	10.0	13.0	16.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	72.3	78.0	84.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	7.9	15.0	18.0	21.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	56.7	62.0	67.0	72.0		<b>ISAT - Science</b> % of students exceeding state standards	1.5	3.0	6.0	9.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>We strive to establish clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students. However, based around data from the Illinois School Report Card, My Voice, My School Survey, and SY 2011 Principal Performance Scorecard, we must establish a clear theory of action that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal focuses on continuous improvement; however, we received a "weak" on the My Voice, My School survey for Effective Leaders. We have started the implementation of professional learning communities (literacy and mathematics ) that evaluate teacher needs and interests and build opportunities for growth in content knowledge and leadership.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Most teachers are invested in the success of the school through leadership; however, we received a "weak" on the My Voice, My School survey for Collaborative Teachers. We have start the process of sharing our learning about effective practice from professional development workshops in ILT meetings and staff meeting. We have established a CIWP team, curriculum team, professional learning communities, and Least Restrictive Environment team.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. ILT members lead the staff in professional development, monitoring progress towards school-wide goals, and analyzing student achievement data. We are in the process of taking actions to improve the functioning and progress towards school-wide goals.</p>	
<b>Monitoring and adjusting</b>			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Data for the school is analyzed twice each month during Instructional Leadership Team meetings and teacher teams analyze and interpret data at least once each month at their professional learning community meeting. We are in the process of developing a systematic approach 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 the focus and to target support for particular teachers and students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	Based upon evidence from teacher lesson plans and principal observation, curricular pacing/scope and sequence is determined by instructional materials. We are in the process of developing a year-long scope and sequence that maps out what Common Core teachers should teach and in what order in core subject areas. Each grade level team will develop and use common units of instruction and common lesson plans aligned to the Common Core State Standards. Short and long term plans will ensure that students with and without disabilities and ELLs are able to gain content knowledge and skills.	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Based upon the results of a teacher survey and material inventory report, each teacher has access to core instructional materials that are standards-aligned that includes differentiated support for student learning needs. We are in the process of selecting and purchasing instructional materials that are aligned with the Common Core State Standards.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Teachers have access to Scantron data in reading, mathematics, and science that is organized and available to all who need it immediately after the assessment and assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. We are in the process of ensuring that all teachers use a comprehensive set of assessments-screening, diagnostic, benchmark, formative and summative.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----&gt;</p>			<p><b>2</b></p>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>The results from observation reports, teacher ratings, and teacher lesson plans indicate that teachers use standards-based learning objectives, scaffold learning based upon students' learning needs, and pace lessons based upon instructional materials. We are in the process of using high level questioning techniques, regularly using formative assessment during instruction to monitor student progress and check for understanding of student learning, and aligning Common Core State Standards-based objectives to build towards students' understanding and mastery of standards.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<i>Intervention</i> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Data from the Deputy Deep Dive, lesson plan reports, and principal observations show that interventions are not regularly monitored or implemented. We are in the process of administering screening assessments in order to provide students with the appropriate interventions including but not limited to small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists and one on one support.</p>	
<b>Professional Learning</b>	<i>Whole staff professional development</i> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Professional development agendas and sign-in sheets indicate that workshops are aligned to the school's priorities; however, we are in the process of monitoring the effectiveness of all professional development and ensuring that professional development is relevant to teachers.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>We strive to have teacher teams that frequently monitor student intervention, plan for instruction, and effectively analyze student achievement data; however we received a "weak" on the My Voice My School Survey for Collaborative Teachers. We are in the process of collaborating in regular cycles: quarterly for long-term unit planning and weekly to analyze formative assesment data. We are also in the process of sharing ownership for results in student learning.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Principal observation and lesson plan reports reveal that feedback supports individual teacher growth. Formal support for teachers however is sponsored by the district. We have created a plan to make professional development and differentiated teacher support available through the use of the principal-directed 75 minutes allocated weekly for the 2012-2013 school year.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>We continue to strive to build a culture around college-readiness standards and received a "strong" in Ambitious Instruction and Supportive Environment on the My Voice, My School Survey. We have a Student Council and the principal has an open door policy in which students may speak with her in regard to school and personal matters before, during, and after the school day. We are in the process of developing and executing an intentional plan to build and maintain a college-going culture. Every student will continue to have opportunities for authentic leadership and student voice.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Our staff provides a positive, safe, and nurturing environment for our student. We receive a "strong" in Supportive Environment on the My Voice, My School Survey. We are in the process of strengthening interactions, both between adults and students and among students. We will ensure that relationships are respectful and disrespectful behavior are addressed with appropriate and fair responses.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>We continue to provide a positive, safe, and nurturing environment to our students. We have a school-wide approach to discipline and we have a misconduct rate of 18.8 percent on the SY 2011 Principal Performance Report Card. We received a "Strong" in Supportive Environment on the My Voice, My School Survey. We will continue to maintain a safe, welcoming school environment and decrease the misconduct.</p>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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 look like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>The principal and teachers provide information for families on school performance and explains this information during the Open House and on Report Card Pick Up days. Two-way communication is provided to parents through Open House activities, monthly newsletters, Parent Advisory Council meetings, school assemblies, and Local School Council meetings to help families understand grade-level expectations and how to support their child's learning at home. Teachers are in the process of providing information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards look like twice each month throughout the school year.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Weekly telephone log reports, Parent Portal, and Parent Connection Workshop meeting agendas reveal that communication is ongoing relative to grade-level expectations and how to support learning at home. We received an "Average" in Involved Family on the My Voice, My School Survey. We will continue to 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</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>The principal and school staff provides frequent opportunities for families and community members to participate in school assemblies, Talent Showcases, Resources Fairs, field trips, and school parades. We received a "Strong" rating in Supportive Environment on the My Voice, My School Survey. We will continue to ensure that we provide a safe and welcoming environment for students, parents, and community members.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Our school has an agreement with LAN 79 that offers limited outreach to families in need of specialized support that includes home visits. We are in process of identifying and partnering with additional social services agencies that support families in need of specialized support.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	College and Career exploration is provided through a monthly bulletin board displays. We are in the process of developing a school-wide plan to facilitate weekly discussions of colleges and careers during the morning routines.	
<b>Academic Planning</b> ----->			<b>1</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Information about academic planning is discussed with eighth grade students once each month. We are in the process of developing a school-wide plan that enables students to engage in weekly discussion about aspirations and goals and to access information with regard to colleges and careers.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Our school offers limited enrichment and extracurricular activities. We are in the process of creating a plan that enables students to participate in small learning curricular academies and extracurricular activities based upon students' talents and interests.		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>The school participates in the administration of a college and career assessment (Explore) annually. We will be in the process of providing training to teachers related to CCSS to promote preparation, participation and performance in college and career assessments.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Does not apply to the elementary setting.</p>	
<b>Transitions</b> ----->			<b>1</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>We provide families of students in grades 3, 6, and 8 with the required minimum paperwork and information. We are in the process of developing a plan to ensure effective transitions-into Kindergarten, at each benchmark grade and from 8th to 9th grade.</p>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	School discretionary funding is used based on identified needs and school priorities indicated in our CIWP (formally known as the SIPAAA). We wil pursue and utilize resources for the student achievement growth necessary for every student to graduate college and career ready.	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Hiring is based upon student need and identified vacancies. Interviews are conducted by a team of teachers and LSC members. Some vacancies are filled by promotion from within. We are in the process of building a pool of potential staff members through internships and part-time work.	
<b>Use of Time</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	Our school-wide schedule includes limited teacher collaboration and intervention for struggling students. We are in the process of designing a "right fit" schedule that includes student interventions and enrichment activities as well as meaningful coollaboration in teacher teams.	

Date Stamp November 22, 2012



## 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

Our mission is to provide a safe and nurturing learning environment where rigorous academic instruction and real-world learning experiences allow children to grow academically, emotionally, socially, and physically. Our goal is to empower all students with the knowledge and life skills need to be college and career ready and live a life of integrity, inquiry, perseverance, and purpose.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver Common Core State Standards aligned literacy and mathematics instruction supported by high quality text and curriculum.	The school scored a "1" on the School Effectiveness Framework. By providing appropriate instruction, we will ensure all students are able to grow in reading and mathematics proficiency and be college and career ready.
2	Teachers will coordinate their knowledge of content, students, and resources to design units and lessons in professional learning communities. Learning activities will be aligned to standards-based learning objectives and will be suitable to engage groups of students in cognitive activities.	The school scored a "2" on the School Effectiveness Framework. By implementing professional learning communities, we will improve instruction, address students' diverse learning needs, and increase academic achievement.
3	Teachers will align student assessments with the standards-based learning objectives identified for units and lessons; assessment methodologies will be adapted for groups of students. Assessments will clearly identify and describe student expectations and provide descriptors for each level of performance. Teachers will select and design formative assessments that measure student learning and/or growth. Teachers will use prior assessment results to design units and lessons that target groups of students.	The school scored a "1" on the School Effectiveness Framework. By aligning assessments with standards-based learning objectives, we will improve instruction, address students' diverse learning needs, and increase academic achievement.
4	Teachers will seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and use new knowledge to improve practice. Teachers will regular collaborate with and provide and receive support to/from colleagues. Teachers will actively participate in team based professional inquiry that advances student learning and makes substantial contributions to the school leadership team and/or grade level/content/department.	The school scored a "2" in Professional Learning on the School Effectiveness Framework. By collaborating and conducting professional inquiry, we will advance academic achievement and ensure that all students are college and career ready and meet and/or exceed their growth targets.

5	Teachers will establish standards of student conduct and effectively use CHAMPS as part of a whole school positive behavior support model. Teachers will monitor student behavior using established standards of conduct. Teachers will use CHAMPS to model and reinforce appropriate student behavior and redirect inappropriate student behavior. Teacher responses to students' behaviors will be sensitive to individual students' needs and respect students' dignity.	The school has a misconduct rate of 18.8% and the transitioning school has a misconduct rate of 29.5%. By implementing standards of conduct and using CHAMPS, students will take an active role in monitoring their own behavior and that of other students against standards of conduct.
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**Strategic Priority 1**














Strategic Priority 5

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