



Mission Statement

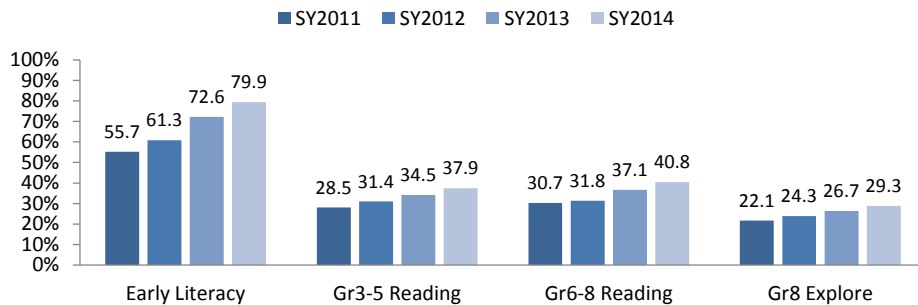
The entire Lee School community is committed to establishing an environment that promotes students who are respectful, responsible, and ready to become productive members of society. By providing a rigorous curriculum aligned to CCSS, we will prepare our students to achieve academic success. Through staff and parent collaboration, high expectations and hard work, we will help all of our students become college and career ready.

Strategic Priorities

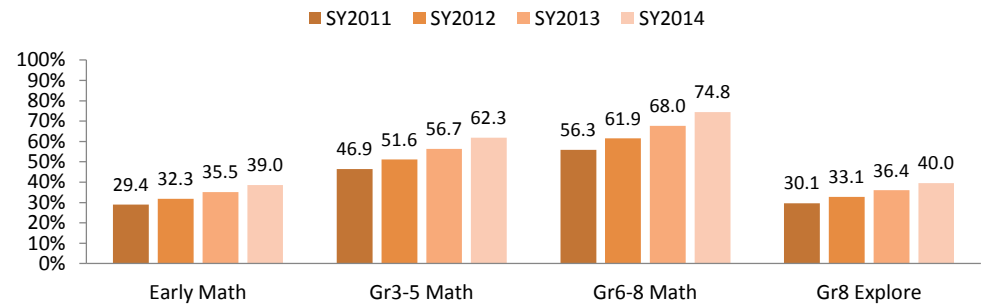
1. Implement a rigorous, differentiated literacy program aligned to the CCSS to meet the needs of all students with emphasis on ELL and students with disabilities learners
2. Implement a rigorous hands on math and science program aligned to the CCSS to meet the needs of all students with emphasis on ELL and students with disabilities learners.
3. Increase parent attendance and involvement in school meetings, workshops and continued monitoring of students achievement.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Richard Henry Lee 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
Arroyo, Christine	Principal
Diaz, Vanessa	Special Education Faculty
Dominguez, Cynthia	ELL Teacher
Farrell, Mary	Lead/ Resource Teacher
Garcia, Raquel	Classroom Teacher
Guzman, Marisol	ELL Teacher
Karim, Silvia	Lead/ Resource Teacher
Mulcrone, Nicole	Classroom Teacher
Reyes, Michelle	Lead/ Resource Teacher
Srebalus, Beatrice	LSC Member
All classroom teachers participated in the SEF section.	



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	55.7	61.3	72.6	79.9		Early Math % of students at Benchmark on mClass	29.4	32.3	35.5	39.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.5	31.4	34.5	37.9		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.9	51.6	56.7	62.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	56.3	62.0	68.2		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.6	66.7	73.3	80.6
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.7	31.8	37.1	40.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.3	61.9	68.0	74.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.7	48.0	52.8	58.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.1	66.1	72.7	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	22.1	24.3	26.7	29.3		Explore - Math % of students at college readiness benchmark	30.1	33.1	36.4	40.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.0	96.0	97.0	98.0					
Misconducts Rate of Misconducts (any) per 100	21.8	21.7	19.6	18.7					

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	63.3	69.6	76.5	84.2		ISAT - Reading % of students exceeding state standards	7.6	8.4	9.2	9.9
ISAT - Mathematics % of students meeting or exceeding state standards	79.0	86.9	95.5	100.0		ISAT - Mathematics % of students exceeding state standards	15.6	17.2	18.9	19.0
ISAT - Science % of students meeting or exceeding state standards	63.6	69.9	76.8	84.4		ISAT - Science % of students exceeding state standards	4.9	5.4	5.9	6.5

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Faculty is made aware of weakness/strengths as a school in reading, math and science through ISAT results in the beginning of the school year Teachers meet regularly to discuss and analyze student performance data and design differentiated instruction accordingly, with the goal to reduce the achievement gap College/Career readiness promoted in upper grade only 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> During post-conference meeting with the principal, recommendations for improvement is given Parents can log-on the parent/student portal. Parents are involved in the LSC and BAC Teachers are provided with professional developments which clearly state the focus on Best Practices and differentiated instruction Monthly newsletters/calendars are provided to parents to foster communication and knowledge of school climate, all correspondence in both languages School wide Mission/Vision, teachers' college degrees are posted outside classroom doors, AVID 4th-8th grades, Partnership with St. Xavier University. 8th grade promotes college readiness Professional development focuses mainly on Language Arts issues and the other core curriculum subject areas such as Math, Science, Social Studies, and Special Ed are not provided Parent involvement is encouraged through events such as Open House, Family Reading Night, Report-Card Pick-Up, and various holiday assemblies Begin to track CPS students from LEE who go to college to promote college readiness 	

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
<p>Teacher Leadership -----></p>			<p>2</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Outstanding Literacy Coaches- always willing to assist teachers • Lee School is lacking- a strong RTI Team, mentor teachers, a curriculum team, a family liaison • Individual teachers choose to write grants for their individual needs • Dedicated union representative 	

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
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<ul style="list-style-type: none"> • ILT , excellent union representative, Bilingual lead, and Literacy coaches are in place • Lacking RTI Team, mentor teachers, curriculum teacher/ team and a family liaison • Data is analyzed after every benchmark 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> • Assessment data is analyzed at grade level meetings, however need an increase in follow up of the types of strategies being implemented to ensure student progress • Data does not support ELL instruction • Ongoing progress monitoring in primary grades. (DIBELS, IDEL, running records) 	

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 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Weekly plans include provisions and extra strategies for special education and ELL students Beginning to implement the common core standards in lesson plans and in the classroom Guided Reading Plans include necessary support to differentiate instruction as needed Teachers have common meeting and planning times, there is also a shared time distribution among grade levels in primary and intermediate Acquiring more CCSS recommended text and more non-fiction trade books for libraries At beginning of each school year teachers meet vertically and horizontally to determine the curriculum and material needs but there is no follow-up Teacher selection of reading materials is limited due to the conflict of age appropriateness and interest of materials in the upper grades Teacher selection of text materials is hindered by the broad range of student's ability level within a classroom and the limited resources available, there is also a lack of Special Ed. materials Curriculum is presented in small group settings that allow teachers to check for comprehension among all students. Students are encouraged on a daily basis to achieve academic success and take responsibility for their own learning 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level has the instructional materials that support the standards and needs of students provided by and supported by administration, these instructional materials support the current standards, not common core Materials are provided in native language for ELL's but there is not enough There are large discrepancies in the alignment of our curriculum to the Common Core Standards Obtaining Special Ed, Social Studies, Science, and Language Arts instructional materials are generally the responsibility of the classroom teacher Classroom teachers must seek their own materials for many subjects because they are not provided, Teachers do ensure that their selection and use of instructional materials are supportive for all students Note-Taking Skills are not cohesive enough across all middle school grade levels 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Scantron, M-class and DIBELS have immediate feedback • ISAT and Access- no immediate feedback to guide instruction • Teachers are using classroom assessments to monitor learning and guide instruction. • Primary grades monitor student learning on a frequent basis with running records • Assessment methods are aligned with Illinois Standards and currently working toward aligning with CCSS. • Assessment accommodations and modifications are in place for students with disabilities and ELL's • ELLs are not being assessed appropriately on standardized tests in order to demonstrate their knowledge and skills. 	

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
<p>Instruction -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teacher use DIBELS and M-Class to drive instruction • Across all grade levels- Scantron, ISAT, Access, Explorer, and classroom assessment are used to guide instruction. • Saxon Math provides an assessment after every 5 lessons to monitor student progress • Across all grade levels objectives are clearly posted and reviewed, teachers also communicate the objectives of each lesson to students • All students including SPED and ELL's are provided with the same rigor using differentiated instruction • Most lassroom teachers incorporate Bloom's Taxonomy Higher Order Thinking Questions during lesson preparation as well as lesson implementation. • Classroom teachers purposefully design lesson plans that are driven by student data and success of all students. • Classroom teachers and PSRPs use small group differentiated instruction that ensures student comprehension and allows for re-teaching opportunities. • Formative assessments are not used within Science, Social Studies, and Language Arts due to the nature of the curriculum. Portfolio assessment is used as an alternative assessment 	

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
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Lack systemic approach to administrating academic interventions Sttudents who are identified with special needs receive push-in support provided by specialists and one on one support and additional supports outside the classroom K-2 teachers keep running and anecdotal records. Immediate feedback from formative assessments such as DIBELS, m-Class, Practice Explorer, and Scantron Lack of an RTI Team 	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Professional development is geared toward priority goals of literacy. Professional development lacks Math, Science, and Social Studies. Professional Development attempts to be aligned to school-wide priorities and growth goals More professional development is needed in terms of common core implementation Professional development topics are narrow and do not address important school wide issues such as Bullying, Gang Issues, and general classroom behavior issues 	

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 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet weekly for grade level meetings to collaborate and plan instruction LLTs meet regularly with teachers, provide support and are always available Classroom teachers meet on a regular basis to compare student data using the information that will help drive instruction RTI has not been implemented successfully due to time constraints and redirection of ancillary staff Within grade levels classroom teachers work together to improve student learning. Special Ed self-contained classrooms must collaborate across grade levels. Bi-monthly grade level meetings are conducted for all grade levels Vertical articulation with subject areas needs to increase as the school year progresses LLTs provide a great deal of support 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Teachers are willing to share practices with other teachers and are open to peer observations but it is not practiced due to lack of resources and time. Grade level support is provided for new teachers by teachers, but lacks focus and support from the Network Professional development is generally literacy based and does not account for the needs of Mathematics, Science, Social Studies, Art, and Physical Education curriculum. Teachers are provided feedback through post observation meetings with the principal, however, there is a need for a pre-conference prior to classroom observation Team grade level meetings are spent discussing instruction and student needs 	

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 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Upper grades (7th & 8th) encourage students to aspire to college and career-ready standards- College Visit Fieldtrips, AVID College Research Project Grades K-6- need to implement college/career readiness programs. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> PBIS is implemented throughout every grade Assemblies are conducted around cultural holidays; Dia de los Muertos, Cinco de mayo Students home language and culture are valued within the classroom and instructional materials. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Bullying issues need to be addressed in several grade levels Administration consistently follows the Code of Conduct booklet Majority of misconducts fall under categories 2 & 3 of Conduct Code Staff establishes and maintains a safe welcoming school environment. PBIS rewards students for their exemplary conduct. 	

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 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Newsletters and Activity Calendars are provided to families on a monthly basis in English and Spanish. Annual Open House where teachers provide rules and expectations for school year Counselor provides information regarding high school choices. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Primary teachers communicate daily with parents at dismissal, students learning and behavior is discussed at this time PAC/BAC monthly meetings High (95%) parent attendance during report card pick-up, where communication about student progress occurs Faculty members arrange meetings and phone home to discuss with parents student's progress 	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Pleasant and welcoming atmosphere Though many parents do not speak English, we have several translators available Literacy night/ reading fair/ assemblies/ performances- engaging activities There is a respectful rapport between teachers and parents. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Parents are reluctant to seek support from outside organizations. School provides specialized services to student within the school and offer guidance to outside agencies when necessary. 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> Upper grades 7th/8th focus on college and career exploration. 8th graders conduct college visits and research projects. Parents attending Daley College programs on Lee School campus. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Upper grades 7th/8th focus on college and career exploration. 8th graders conduct college visits and research projects. 		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> SES Programs Battle of the Books Softball, Soccer, Volleyball, Cross Country Homework Helpers National Jr. Honor Society Parent Workshops, Daley College ESL classes CAPE Poetry Program 		

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
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> 8th graders take Explorer Test 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Does not Apply	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Smooth transition from 8th grade into high school. Meet and greet your new teacher on the last day of school. Parents pre-register kindergarten students Summer of Reading Program for kindergarten, 1st, 2nd graders. Students are aware of next year’s expectations. 	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 			
	Building a Team ----->				3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> • As vacancies occur advertisements are placed the the ebulleting stating qualifications and necessary for the teaching position. • Teachers from grade level of vacancy and administrators form the interview panel and the candidate is sometimes interviewed more than once. • School has a partnership with St .Xavier University that allows us to have student teachers in our school. We are easily able to observe potential candidates . 		
Use of Time ----->				3	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> All grade level teachers have a common prep time allowing teachres to collaborate. • All classrooms grades K-4 follow the same instructional schedule thus allowing structure and consistency. • Block scheduling in grades 5-8 allows for extended amount of time in the content areas. 		

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

The entire Lee School community is committed to establishing an environment that promotes students who are respectful, responsible, and ready to become productive members of society. By providing a rigorous curriculum aligned to CCSS, we will prepare our students to achieve academic success. Through staff and parent collaboration, high expectations and hard work, we will help all of our students become college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement a rigorous, differentiated literacy program aligned to the CCSS to meet the needs of all students with emphasis on ELL and students with disabilities learners	By analyzing ISAT, Scantron, and DiBELS/IDEL data we determined that there is a need to ensure that the literacy curriculum is rigorous and aligned to CCSS. Doing this will lead to all students including ELL and Sp. Ed. learners meeting their targeted performance goals.
2	Implement a rigorous hands on math and science program aligned to the CCSS to meet the needs of all students with emphasis on ELL and students with disabilities learners.	By analyzing ISAT, Scantron, and mClass math data we determined that there is a need to ensure that the math and science curriculum is rigorous and aligned to CCSS. Doing this will lead to all students including ELL and Sp. Ed. learners meeting their targeted performance goals.
3	Increase parent attendance and involvement in school meetings, workshops and continued monitoring of students achievement.	In looking at ISAT, mClass math, DiBELS/IDEL and Scantron data we determined a need for more parental involvement and collaboration between staff and parents. By increasing collaboration between staff and parents, students will receive the additional support needed to enhance student performance.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Implement a rigorous, differentiated literacy program aligned to the CCSS to meet the needs of all students with emphasis on ELL and students with disabilities learners	By analyzing ISAT, Scantron, and DiBELS/IDEL data we determined that there is a need to ensure that the literacy curriculum is rigorous and aligned to CCSS. Doing this will lead to all students including ELL and Sp. Ed. learners will meeting their targeted performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
While taking an inventory of classroom libraries, we noticed a need for more non-fiction materials.	Instructional Materials	All	LLTs and teachers	Quarter 1			
Incorporate the use of literacy intervention computer based programs.	Equipment/ Technology	Other student group	LLTs and teachers	On-going			
Analyze data by grade level during common planning time to guide instruction	ILT/ Teacher Teams	All	Teacher teams	On-going			
Professional development for implementing CCSS aligned literacy instruction delivered by the LLTs.	ILT/ Teacher Teams	All	LLTs	On-going			
Observations by administrators and LLTs during a lesson.	Other	All	Principal, Asst. Prin. & LLTs	On-going			



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Implement a rigorous hands on math and science program aligned to the CCSS to meet the needs of all students with emphasis on ELL and students with disabilities learners.	By analyzing ISAT, Scantron, and mClass math data we determined that there is a need to ensure that the math and science curriculum is rigorous and aligned to CCSS. Doing this will lead to all students including ELL and Sp. Ed. learners meeting their targeted performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze data by grade level during common planning time to guide instruction.	ILT/ Teacher Teams	All	Teacher teams	On-going			
Professional development for implementing CCSS aligned math and science instruction delivered by teacher leaders to each grade level.	ILT/ Teacher Teams	All	Lead teachers	On-going			
Observations by administrators during the lesson.	Other	All	Principal & Asst. Prin.	On-going			



Strategic Priority 2

--	--	--	--	--	--	--	--



Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase parent attendance and involvement in school meetings, workshops and continued monitoring of students achievement.	In looking at ISAT, mClass math , DIBELS/IDEL and Scantron data we determined a need for more parental involvement and collaboration between staff and parents. By increasing collaboration between staff and parents, students will receive the additional support needed to enhance student performance.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct parent workshops that provide strategies to support student learning.	Parental Involvement	All	Administrators and teacher leaders	On-going			
Promote parental attendance at school meetings and events.	Parental Involvement	All	Administrators and teacher leaders	On-going			
Introduce and encourage parental monitoring of student progress.	Parental Involvement	All	Tech. coordinator and teachers	On-going			



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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