



2012-2014 Continuous Improvement Work Plan

George Leland Elementary School

Austin-North Lawndale Elementary Network

5221 W Congress Pkwy Chicago, IL 60644

ISBE ID: 150162990252714

School ID: 610305

Oracle ID: 26391



Mission Statement

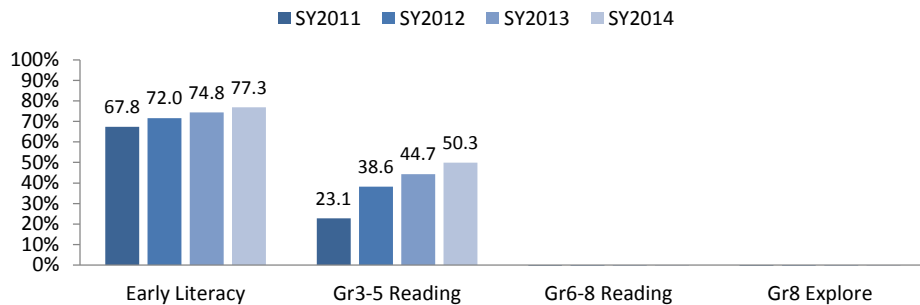
Our mission is to provide an academic program in a caring and supportive learning environment emphasizing, reading, mathematics, and world language (Spanish) tailored to the needs of our students. We accept the responsibility to teach all students including Pre-School and students with special needs and to provide, promote and maintain a climate that is conducive to ensuring that all students attain their maximum academic potential.

Strategic Priorities

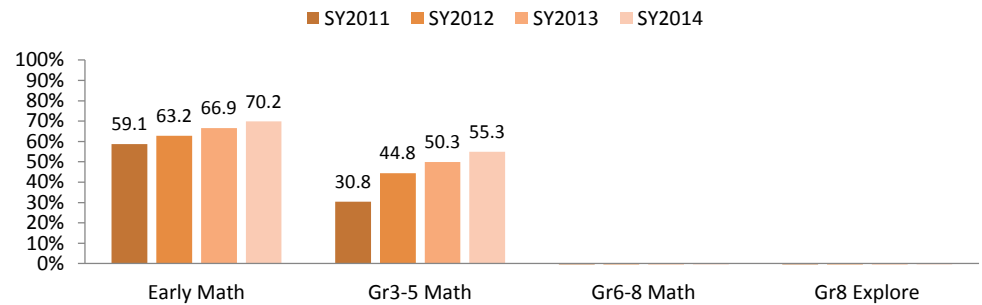
1. Provide and discuss the attendance policy with parents, staff and students; establish a caring climate in which every student feels close to one supportive adult at Leland resulting in increased attendance; the attendance committee will continue to meet twice a month to discuss specific attendance issues;
2. Teachers will deliver Common Core aligned literacy instruction supported by high quality text resulting in increased assessment data for all students at Leland;
3. Teachers will deliver instruction aligned to common core mathematical practices as well as math instruction supported by real world problem solving resulting in increased assessment data for all students at Leland;

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:	George Leland 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
Loretta Brown-Lawrence	Principal
Palisha Daughrity	Assistant Principal
Susan Lee-Warner	Classroom Teacher
Victoria Cox	Classroom Teacher
Alethea Poole	Classroom Teacher
Rhonda Pace	Lead/ Resource Teacher
Jennifer Drummond	Special Education Faculty
Marlene Collins	LSC Member
Margaret Berry	LSC Member
Beverly Johnson	Parent/ Guardian
Dorothy Bailey	LSC Member
Terrence Ingram	Support Staff



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	67.8	72.0	74.8	77.3		Early Math % of students at Benchmark on mClass	59.1	63.2	66.9	70.2
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.1	38.6	44.7	50.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	30.8	44.8	50.3	55.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.2	54.8	59.3	63.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.5	63.8	66.2	68.5
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA		Explore - Math % of students at college readiness benchmark	NDA	NDA	NDA	NDA



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.6	93.6	94.0	94.5					
					Misconducts Rate of Misconducts (any) per 100	3.3	2.3	2.0	1.9

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.0	73.0	78.0	83.0		ISAT - Reading % of students exceeding state standards	20.0	25.3	32.8	39.5
ISAT - Mathematics % of students meeting or exceeding state standards	84.6	89.6	93.0	96.0		ISAT - Mathematics % of students exceeding state standards	46.2	51.2		
ISAT - Science % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA		ISAT - Science % of students exceeding state standards	NDA	NDA	NDA	NDA

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Goal sheets posted in all classrooms for DIBELS, mClass math, SCANTRON and ISAT;</p> <p>Goals for SCANTRON, ISAT, DIBELS and mClass math is posted throughout the school and communicated to parents and community members;</p> <p>Students in second and third grades have completed goals sheets for SCANTRON;</p> <p>Teachers and students in kindergarten and first grade have established student goals for DIBELS and mClass math;</p> <p>Theory of Action provided to all staff members with school priorities;</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>List of professional development activities attended by Leland staff members;</p> <p>Leland PD agendas with sharing of PD information with staff;</p> <p>Each staff member completes goal sheet and conferences with principal;</p> <p>Monitoring student work, monitoring instruction via class visitations and lesson plan review;</p> <p>Attendance sheets for parent meetings and report card pick up conferences, open house activities, individual conferences with parents after assessments (DIBELS and mClass math) for BOY and MOY assessments;</p> <p>Copies of communications provided to parents including newsletters, bulletin boards displays;</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>List of committee membership for school; Attendance sheets for grade level meetings and meeting notes; Staff meeting agendas and sign in sheets; Attendance sheets for ILT meetings and meeting notes; Attendance sheets and notes for Rtl team meetings; Attendance sheets and meeting notes for grade/subject meetings; Attendance sheets and meetings notes for text book committees; Handouts and attendance sheets for coaching sessions for reading and mathematics;</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			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 	<p>List of staff members attending ILT meetings; Agenda and attendance sheets for ILT meetings; Agendas and sign-in-sheet for ILT team members providing professional development workshops to entire staff, grade level or parents on topics to improve instruction; Data conversation worksheets used of data to drive instruction;</p>	
<p>Monitoring and adjusting -----></p>			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. 	<p>Agenda for ILT and grade level meeting and template for data analysis; Assessment summary and implication for instruction and conferences notes; Teacher and principal conferences on data implications;</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Year of instruction for each grade level and subject aligned to standards; Lesson plans for grade teams demonstrating collaboration among grade levels; List of text books distributed to students in all grades; Long range and weekly lesson plans for all teachers which include interventions and modifications for students; 	
	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"> List of instructional material for each grade level which is aligned to standards; List of instructional material provided to all classes including special needs students; 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>All teachers have an up-to-date data binder; Copies of assessments and assessment summary sheets which are administered every 5 weeks in all subjects; List of accommodations and modifications included for special needs students for assessments; ISAT Like Data Binder ;</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>2</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. 	<p>Goals for IL and CCSS standards are posted in classrooms; Observations conducted by peers and administrators indicated some teachers communicate standard-based objectives before and during the lesson; Lessons plans are reviewed by principal and assistant principal; Monitoring of student work;</p>	

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	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. 	RTI Log Sheets Lesson plans indicate the grouping of students; Literacy and math schedules submitted to principal for BOY; Master schedule indicates push-in times for specialist (Art, P.E., World Language);	
	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. 	Sign in sheets and agendas for Professional Development activities; Observations in the classroom for the use of recommendations and effective teaching practices; Peer observations; Coaching, peer share/collaboration;	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Agendas, minutes and sign-in-sheets for grade level team meetings; Copies of Student Work Protocol used for reviewing student work;</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Copy of Danielson Framework visitation sheet provided after peer visits; List of supports provided for new teachers; Lesson plan review forms; Student work review forms; Observation conferences and feedback forms;</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<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 	Career Day Program College Visits Schedules	
	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. 	List of matching students and staff for that special staff and student relationship; Integration of special needs students with general education students; Observation of culture around the school;	
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. 	Observation of school culture; Posted classroom rules and school pledge; Posted and adherence to policies established including bathroom policy, lunchroom policy, hall policy, playground policy etc;	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	Copies of material provided at Open House, report card pick ups, grade level parent meetings, and Local School Council meetings also sign in sheets; Sign in sheets for parent conferences for assessments, report card pick up; Distribution of Option for Knowledge booklets; Posted grading scale in most classrooms; Posting of data walls in classrooms;	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Telephone logs; Agendas and sign in sheets from parent meetings (quarterly); individual parent meetings to discuss data and plan for students needs; Sign in sheets and agendas for Parent Workshop;	
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. 	Observation of the inviting culture at Leland; List of opportunities for parents to attend school functions including monthly local school council meetings, school assemblies, monthly student of the month activities; science fair, poetry café, field trips, family curriculum night activities; Flyers and notices of activities for parents; Observation of open door policy of principal; Observation of parents participating in morning activities including opening exercises and breakfast in the classroom;	

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		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. 	Telephone logs; List of home visits; Copies of information provided to parents from social agencies;			
	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. 	List of participants for Career Day; List of colleges who visited Leland;			
Academic Planning ----->					1	
<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. 	Achieve 3000 and SCANTRON provides College Ready indicators;				
Enrichment & Extracurricular Engagement ----->					1	
<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. 	None, extracurricular not support at the pre-school through third grade level by CPS.				

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 ----->			1
	<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. 	Not applicable to the students at the pre-school - third grade levels;	
	College & Career Admissions and Affordability ----->			1
	<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. 	Not applicable to the students at the pre-school - third grade levels;	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Copy of transistion plan from pre-school to kindergarten;	

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. 	Copy of school improvement plan and budget aligned to support school improvement goals; List of grants from community partners; List of parents participating in fundraiser at school each year;		
	Building a Team ----->				2
<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. 	List of interviews conducted; List of participants on interview team; Copy of interview process and protocol used during interviews;			
Use of Time ----->				2	
<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. 	Copy of student and teacher schedules; Copy of master schedule; Copy of intervention logs maintained by all teachers; Copy of Additional Learning Opportunity schedule;			

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 an academic program in a caring and supportive learning environment emphasizing, reading, mathematics, and world language (Spanish) tailored to the needs of our students. We accept the responsibility to teach all students including Pre-School and students with special needs and to provide, promote and maintain a climate that is conducive to ensuring that all students attain their maximum academic potential.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide and discuss the attendance policy with parents, staff and students; establish a caring climate in which every student feels close to one supportive adult at Leland resulting in increased attendance; the attendance committee will continue to meet twice a month to discuss specific attendance issues;	By providing attendance information to parents, students, and staff; by keeping all informed about the importance of attendance and creating a caring climate we will see an improvement in attendance;
2	Teachers will deliver Common Core aligned literacy instruction supported by high quality text resulting in increased assessment data for all students at Leland;	We have a need to implement a rigorous literacy curriculum as we need to increase the number of students in all grades meeting and exceed in the area literacy to 95%;
3	Teachers will deliver instruction aligned to common core mathematical practices as well as math instruction supported by real world problem solving resulting in increased assessment data for all students at Leland;	We have a need to implement a rigorous mathematical curriculum as indicated by current data (we need) to increase the number of students in all grades meeting and exceeding in mathematics for all grades;
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
Provide and discuss the attendance policy with parents, staff and students; establish a caring climate in which every student feels close to one supportive adult at Leland resulting in increased attendance; the attendance committee will continue to meet twice a month to discuss specific attendance issues;	By providing attendance information to parents, students, and staff; by keeping all informed about the importance of attendance and creating a caring climate we will see an improvement in attendance;

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monitor attendance for all students daily and report information to parents, staff and students in order to increase awareness as well as attendance; quarterly reports to Principal for attendance monitoring;	Other	All	Attendance Team/Administration/Teachers	Quarter 1	On-going		
Provide incentives for students meeting established criteria weekly, or monthly, and/or quarterly; provide funds for attendance supplies; report quarterly on incentives;	Other	All	Principal, Teachers and Attendance Team	Quarter 1	On-going		
Conduct conferences and home visits with parents of students as outlined in attendance policy by CPS; quarterly compliance with attendance policy;	Other	All	Principal, Attendance Coordinator	Quarter 1	On-going		
Monitor attendance for all students and increase parental awareness of attendance concerns with mailed attendance notification as provided by CPS reporting quarterly;	Other	All	Principal, Attendance Coordinator	Quarter 1	On-going		
Provide funds for student transportation for students meeting attendance criteria for attendance incentives;	Other	All	Principal	Quarter 1	On-going		
Post and articulate school wide attendance goals and classroom monthly attendance percentages; quarterly reporting;	Other	All	Principal	Quarter 1	On-going		



Strategic Priority 1

Provide funds for admission fees for students meeting attendance incentives;	Other	All	Principal	Quarter 1	On-going		
Provide parents with written notification as outlined in CPS attendance policy including five and ten day letters in order to improve attendance; provide funds for postage for attendance improvement;	Other	All	Principal	Quarter 1	On-going		

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
Teachers will deliver Common Core aligned literacy instruction supported by high quality text resulting in increased assessment data for all students at Leland;	We have a need to implement a rigorous literacy curriculum as we need to increase the number of students in all grades meeting and exceed in the area literacy to 95%;

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish framework of quarterly outcomes aligned to common core standards and performance tasks in reading, LA, writing and foundations with ISAT, NWEA and DIBELS;	Instruction	All	Administration , ILT & TT	Quarter 1	On-going		
Engage all teachers in professional development focused on common core standards, differentiated instruction and formative evaluations; fund consultants for PD, seminar fees, and travel. Report quarterly on percent of teachers attending PD;	Professional Development	All	Principal, Assistant Principal and ILT	Quarter 1	On-going		
Collect and <i>monitor reading and vocabulary development assessments as well as writing twice a month to ensure improvement and rigor.</i> Report each quarter the percent of assessments meeting school criteria;	Instruction	All	Principal, Assistant Principal and ILT	Quarter 1	On-going		
Reading and Language Arts coaches working in collaboration on reading and writing across the curriculum; fund miscellaneous employees;	Instruction	All	Principal, Assistant Principal and ILT	Quarter 1	On-going		
Acknowledge effort and achievement of students monthly for reading minutes, meeting DIBELS and NWEA goals two times each school year ; report quarterly students meeting goal;	Instruction	All	Principal & Assistant Principal	Quarter 1	On-going		

Strategic Priority 2

Increase home school connection by conducting quarterly family literacy activities; provide funds for supplies for reading professional development; report findings by semester;	Parental Involvement	All	Principal, Assistant Principal and ILT	Quarter 1	On-going		
Teachers analyze results of reading assessments, identify priorities and meet with parents to plan for needs of students; minimum three times per school year; report percent by assessment period (BOY, MOY and EOY);	Parental Involvement	Other student group	Administration , ILT & TT	Quarter 1	On-going		
Analyze lesson plans weekly for implementation of Common Core curriculum and compare lesson plans and student work to determine fidelity of implementation of levels of rigor; report percent on a quarterly basis meeting criteria;	Instruction	All	Principal & Assistant Principal	Quarter 1	On-going		
Align technology resources with reading needs; provide funds for equipment for reading improvement;	Equipment/ Technology	All	Principal & Assistant Principal	Quarter 1	On-going		
Consistently progress monitor and provide interventions to all students with special attention to Tier 2 and Tier 3 students; per schedule and based on students needs as defined by assessments; report results by assessment periods (BOY, MOY, and EOY);	Instruction	Other student group	Teachers	Quarter 1	On-going		
Use videotapes and teacher dialogues to analyze lessons for quality of instruction, rigor and best practices of differentiated instruction; video teachers two times per year, report results by semester;	Professional Development	All	Administration , ILT & TT	Quarter 1	On-going		
Align before school enrichment and remediation with common core standards in reading standards; provide funds for teacher extended day;	After School/ Extended Day	Other student group	Principal, Cox & Hall	Quarter 1	On-going		
Teachers plan lessons based on English/LA common core framework integrating the arts and field trips and other activities to enrich curriculum and achieve exceeds outcomes; provide funds for student transportation and student admission and fees;	Instruction	All	Administration & TT	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Teachers will deliver instruction aligned to common core mathematical practices as well as math instruction supported by real world problem solving resulting in increased assessment data for all students at Leland;	We have a need to implement a rigorous mathematical curriculum as indicated by current data (we need) to increase the number of students in all grades meeting and exceeding in mathematics for all grades;

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
	Instruction	All	Principal , ILT & TT	Quarter 1	On-going		
Engage all teachers in professional development focused on common core standards, differentiated instruction and formative evaluations; provide funds for consultants for PD, seminar fees, and travel; report quarterly percent of teachers attending PD;	Professional Development	All	Principal , ILT & TT	Quarter 1	On-going		
Collect samples of assessments twice a month for math, extended response, problem solving (geometry, measurement, number sense). Analyze for rigor. Provide funds for substitutes for math improvement; Report quarterly on percent if assessments meeting criteria;	Instruction	All	Principal , ILT & TT	Quarter 1	On-going		
Coaching and collaboration on common core math standards and math practices; fund misc employees;	Parental Involvement	All	Principal, Assistant Principal, ILT & TT	Quarter 1	On-going		
Acknowledge students for effort and achievement for meeting mClass math and NWEA goals two times per year after assessment two and three; report after each assessment period (BOY, MOY and EOY);	Instruction	All	Principal & Assistant Principal	Quarter 1	On-going		
Increase home connection by conducting quarterly math activities for families; provide funds for supplies for math professional development;	Parental Involvement	All	Principal & Assistant Principal	Quarter 1	On-going		



Strategic Priority 3

Teachers analyze results of math assessments, identify priorities, meet with parents to plan for needs of students three times per year ; report three times each year after assessments (BOY, MOY and EOY) percent of parents attending meetings;	Parental Involvement	Other student group	Principal, Assistant Principal, ILT & TT	Quarter 1	On-going		
Analyze lesson plans weekly for implementation of Common Core curriculum and compare lesson plans and student work to determine fidelity of implementation and level of rigors; report data by quarter;	Instruction	All	Principal, Assistant Principal, ILT & TT	Quarter 1	On-going		
Align technology resources with math needs; provide funds for equipment for math improvement;	Equipment/Technology	All	Principal & Assistant Principal, ILT & TT	Quarter 1	On-going		
Consistently progress monitor and provide interventions to all students with special attention to Tier 2 and Tier 3 students; report results by assessment periods (BOY, MOY and EOY);	Instruction	All	Teachers	Quarter 1	On-going		
Use videotapes and teacher dialogues to analyze lessons for quality of instruction, rigor and best practices of differentiation instruction two times per year once each semester; report results by semester ;	Professional Development	All	Principal, Assistant Principal, ILT & TT	Quarter 1	On-going		
Align before school enrichment and remediation with common core standards in math; provide funds for teacher extended day;	After School/Extended Day	Other student group	Principal, Cox & Hall	Quarter 1	On-going		
Teachers plan lessons based on Math Common Core standards integrating the arts, technology, field trips and other activities to enrich curriculum and achieve exceeds outcomes; provide funds for student transportation and student admission fees;	Instruction	All	Principal, Assistant Principal, ILT & TT	Quarter 1	On-going		

