CIWP

2012-2014 Continuous Improvement Work Plan

Edward White Elementary Career Academy

Lake Calumet Elementary Network

1136 W 122nd St Chicago, IL 60643

ISBE ID: 150162990252729

School ID: 610315

Oracle ID: 26431

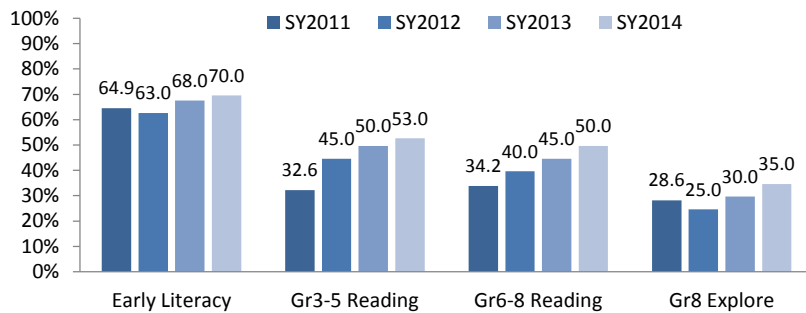CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

School Mission

Our mission is to provide a high-quality college and career ready program that challenges all
of our students to achieve academically and meet the social and
emotional needs of all of our students. This will be accomplished by implementing a program with
rigor and individualization in its instruction, collaboration between
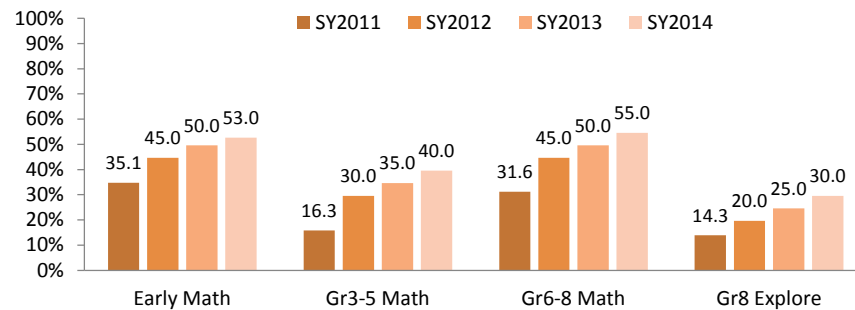
Strategic Priorities

1. Implementation of the Common Core Standards

2. Integration of technology across the curriculum

3. Implementation of academic interventions to address Tier II and III students

4. Developing college and career awareness

5. Develop a food and fitness program to help our students more aware of health and wellness

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	64.9	63.0	68.0	70.0
Gr3-5 Reading	32.6	45.0	50.0	53.0
Gr6-8 Reading	34.2	40.0	45.0	50.0
Gr8 Explore	28.6	25.0	30.0	35.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	35.1	45.0	50.0	53.0
Gr3-5 Math	16.3	30.0	35.0	40.0
Gr6-8 Math	31.6	45.0	50.0	55.0
Gr8 Explore	14.3	20.0	25.0	30.0

Date Stamp November 22, 2012

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:	Edward White Elementary Career Academy

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
Maya Sadder	Principal
Monica Pietruszka	Lead/ Resource Teacher
Vanessa Richardson	Classroom Teacher
Angela Brisco	Assistant Principal
Valerie Docks	Classroom Teacher
Allison Grzadzinski	Classroom Teacher
LaTanya Perkins	Parent/ Guardian
Teresa Rhynes	Parent/ Guardian

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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	64.9	63.0	68.0	70.0	**Early Math** % of students at Benchmark on mClass	35.1	45.0	50.0	53.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.6	45.0	50.0	53.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	16.3	30.0	35.0	40.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.6	70.0	75.0	77.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	47.4	50.0	55.0	57.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.2	40.0	45.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.6	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	81.8	83.0	85.0	87.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.6	60.0	65.0	67.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	28.6	25.0	30.0	35.0	**Explore - Math** % of students at college readiness benchmark	14.3	20.0	25.0	30.0

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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	93.8	95.0	95.0	95.0		Misconducts Rate of Misconducts (any) per 100	31.0	27.0	25.0	23.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	72.8	75.0	78.0	n/a		ISAT - Reading % of students exceeding state standards	7.4	12.0	15.0	n/a
ISAT - Mathematics % of students meeting or exceeding state standards	75.3	77.0	80.0	n/a		ISAT - Mathematics % of students exceeding state standards	7.4	15.0	18.0	n/a
ISAT - Science % of students meeting or exceeding state standards	95.8	95.0	95.0	n/a		ISAT - Science % of students exceeding state standards	0.0	10.0	12.0	n/a

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action** --->			**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• Use Scantron as an indicator to group students and set individual students goals accordingly, groups are reviewed and regrouped throughout the year accordingly • Scantron data is analyzed regularly school-wide and in teacher teams • Students and teachers are made aware of expected gains • Academic gains are celebrated school-wide to reinforce academic success • All students are pushed to be academically successful and to make academic gains throughout the school year	
	Principal Leadership --->			**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• Conducts PLC activities at every professional development • Frequently works with staff members to discuss their yearly progress and discuss ways to improve their instruction and curriculum • Principal has an open door policy that allows for staff to discuss their questions, concerns, ideas, etc. • Organized College Days where staff wears "college gear" and discusses their college experiences • College information and banners posted throughout the building • Principal frequently meets with parents to discuss the progress of their child(ren) • Frequently sends home newsletters so that parents can stay updated with school academics and activities	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• All teachers participate weekly in their teacher teams • Teachers serve as moderators for extra-curricular activities (Beta Club, computer club, arts and crafts, math club, etc) • Teachers are active members of school-wide organizations (ILT, LSC, CIWP team, etc.) • Teachers have written and received several grants for school materials/activities (science supplies, laptops bean bag chairs, carpets for kindergarten room, 8th grade activities, etc.) • Teachers share their experiences with staff at professional development (CCSS, nutrition, etc.)	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	• ILT is assembled using a variety of staff members, with a variety of knowledge and domains, including a teacher from each teacher team • ILT members share information back with their teacher teams, they also bring questions/information from their teacher teams to ILT meetings • ILT members have presented information at professional developments throughout the year (ex: Richardson presenting CCSS math standard) • ILT gathers and analyzes data (Scantron) to help teachers group students and push students toward academic success; groups are reevaluated and regrouped accordingly throughout the year	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• Scantron data is analyzed after each assessment o Teachers use for grouping their students, data is gathered and analyzed regularly and students are regrouped accordingly o Students are identified appropriately and pushed to move to the next leves (ex: high "meets" students are give more rigorous instruction and pushed to move toward "exceeds.") o Teachers meet in their teacher teams to analyze data and collaborate on instructional strategies	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• Teachers teams meet quarterly for an extended period of time to collaborate and create 8-week unit plans • Teacher teams use common instructional materials for vertical planning (primary uses Hartcout, upper uses Maththematics) • Special education teachers are included in weekly teacher team meetings to collaborate with unit plans and instructional planning • Teacher teams identified higher level students to begin implementing CCSS • Students with disabilities are identified and discussed at teacher team meetings to assure that their needs are being addressed appropriately within the plans and curriculum	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Some programs (i.e Hartcourt) are already packaged with levels and are used in the primary grade levels • Maththematics is used as the upper grade math curriculum • Upper grade students grouped by skills and materials are used accordingly • Chicago Sun Times paper is used for upper grade students as a means for social awareness and a non-fiction reading material • Special education students are given materials that appropriately meet their needs and to help increase their knowledge of the	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Data is gathered from the Scantron assessment and organized so that teachers can analyze and use for to group and instruct their students • Data analysis is discussed atteacher team meetings • Student work is displayed throughout the building to show academic success and progress • Primary grades give weekly assessments, which are also used to guide instruction and group students • Primary also uses Dibbles and mClass to assess, progress monitor and group their students accordingly • Scantron data is analyzed after every assessment so that students are consistently grouped and given instruction accordingly • Students with disabilities are given their accommodations and modifications as listed in their IEP	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		3
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Standards and daily objectives are clearly posted for all students • Primary teachers give weekly assessments to help determine where their students are and to guide instruction • Teachers use an 8-week unit plan to help guide their instruction • Grouping students through observations, how they work well together, how they used their resources. personalities, skills, beginning of year assessments, reworking groups, as/if necessary, teaching collaborative working • Peer buddy/support • Students indentified as performing below standards receive pull-out support • Teachers work more closely with performing lower groups • Teachers pair high and low students to work together as peer buddies • Teachers using laptops and the smartboard in the classroom • Routine is in place for all students	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• Scantron, Dibbles, mClass, class work, homework, classroom tests and teacher observations are all used as indicators for students that may need additional interventions • Students indentified as needing interventions are pulled out by specials teachers to work on the skills that they need assistance with; pull-out teachers and classroom teachers regularly consult to discuss student progress • We could work on more effective progress monitoring • Used Scantron in the beginning of the year to group students according to ability, data is analyzed throughout the year and groups are adjusted accordingly • Teachers are thoughtful with pull-out work • Work on paraprofessionals being more directed by the classroom teacher • Teachers differentiate within their classroom according to students' needs and abilities	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• School-wide priorities are discussed and developed at the beginning of the year professional development and revisited several times during the year • Teachers are encouraged to participate in outside professional development to increase their knowledge and awareness and share what they've learned with other staff at school-wide professional development meetings • Teachers are asked what additional professional development that they would find helpful	

Professional Learning (row label for second section)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Teachers meet quarterly to collaborate on 8-week unit plans • Teachers meet after every Scantron assessment to analyze data, group students and help them guide instruction • Teachers meet weekly in teacher teams to collaborate on instruction and discuss student needs and progress • Pull-out teachers meet with classroom teachers regularly to discuss students progress and how they should proceed • Special education teachers are included in all teacher teams • An ILT member is included in all teacher teams, they are responsible for sharing information from ILT meetings and other important information • Teachers take turn taking notes during teacher teams, one teacher is responsible for keeping all team notes together	
	Instructional coaching	--->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• Administration meets regularly with teachers and coaches them on their strengths and areas for improvement • Teachers are encouraged to observe other teachers to enhance their own instruction • Teachers are encouraged to attend outside professional development to enhance their instructional areas	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			3
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	• Upper grade teachers reinforce academic and social/emotional expectations that will be expected of them in high school, college and beyond • Students have many opportunities for building leadership skills (Beta Club, girls club, morning announcements, peer buddies) • Frequent College Days are held where staff and students wear college clothes and discuss different college choices and opportunities • College banners are displayed throughout the school • Students are frequently encouraged to write and reflect on their	
	Relationships --->			3
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Staff builds strong relationships with students so that they can feel comfortable talking to them about any academic or personal issues • Administration and counselor have an open-door policy for students when they need to talk about academic or personal issues • Students' classroom reflect their culture • All students with disabilities are integrated into the school to the maximum extent (lunch, specials, extra-curricular activities)	
	Behavior& Safety --->			3
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	• PBIS is used school-wide to implement expected behaviors • Staff welcomes students every morning and sees them out every afternoon • Full-time security • Security wands all upper grade students with a hand-held metal detector • Students feel comfortable enough with the staff to share any safety concerns • All visitors must sign in at the front desk	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• Principal regularly sends home newsletters to all families so that they are aware of school-wide events and expectations • Fall Open House for parents to come tour the school and speak with teachers and staff • Teachers send home their own class expectations at the beginning of every year • Teachers and staff regularly communicate home with parents on student expectations and progress	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Teachers regularly communicate with parents/guardians on their child(ren)'s progress and needs • Upper grade special education teacher sends home homework slips every night for parents to sign • Staff builds relationships with parents as well as students for form an open and comfortable mode of communication • Notes are sent home as necessary	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• Staff welcomes students every morning • Parents and other visitors are welcomed upon entrance to the building • Parents are encouraged to sign up for committees to be actively involved in the school • Families frequently participate in the school as school volunteers, parent volunteers, fundraisers, etc.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• Staff reaches out to families with support o Notifies them of any neighborhood job openings o Helps them with any household issues (ex: helps call electric company) • Home visits for students who are absent regularly • Refers families to outside agencies as necessary (area doctors,	
	College & Career Exploration and election	-->		**3**
N 6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	• College days where students and staff wear college gear, discuss college experiences and reflect on college choices • College banners are displayed throughout the school • Some students take interest inventories to explore their future interests	
	Academic Planning	-->		**3**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	• Teachers plan rigorous instruction for their entire class • Teachers identify higher performing students and push them academically to achieve at the "exceeds" level • Teachers discuss future plans with their students and correlate the curriculum with certain careers	
	Enrichment & Extracurricular Engagement	-->		**3**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	• School offers several extra-curricular activities that facilitate leadership, talent development and self-exploration: o Beta Club o Girls Club	

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School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
College & Career Assessments	--->		**2**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• All 8th grade students take the Explore interest inventory • Some students take the What's Next Illinois interest inventory • Some primary students explore careers through Paws career program	
College & Career Admissions and Affordability	--->		
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	n/a	
Transitions	--->		**3**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	• Teachers at benchmark grades meet with administration and the counselor to discuss low performing students • Information about benchmark grades is communicated appropriately in writing to parents during report card pick-up	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	• Resources are frequently used to provide students with college and career exploration opportunities (ex: funding for bus to high school fair) • Principal compensates staff for doing additional work using discretionary resources	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Teacher teams participate in the hiring process for a position within their team so that their students needs can be met by the appropriate person • Candidates are interviewed several times by many different people to assure the choice of a solid, qualified candidate • Candidates are encouraged to ask questions to assure that we are a good fit for them • School environment is transparent to candidates to assure that we are a good fit for them	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• Teacher teams have time scheduled into their weekly schedule for collaboration • Schedule is adjusted throughout the year to accommodate students' needs (ex: more math time when students were struggling more in certain areas in math) • Pull-out time is implemented into schedules for students on Tiers II and III	

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Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

School Mission
Our mission is to provide a high-quality college and career ready program that challenges all
of our students to achieve academically and meet the social and
emotional needs of all of our students. This will be accomplished by implementing a program with
rigor and individualization in its instruction, collaboration between

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Implementation of the Common Core Standards	If our teachers implement the common core standards our students will be able to access a more rigorous curriculum and become college and career ready. Teachers will reflect on their practice and make deeper connections within and across the curriculum.
2	Integration of technology across the curriculum	If our students have access to technology across the curriculum they will be better prepared to meet the local and global demands of our society. Our students will have access to richer and broader experiences and teachers will be able to implement the media and techonolgy components of the common core curriculum.
3	Implementation of academic interventions to address Tier II and III students	If meaningful and quality interventions are given to our students we will be able to prepare them for college and career and make progress toward acheieving common core standards.
4	Developing college and career awareness	If our students develop college and career awareness they will have more opportunities for success in education and career. This will enable them to contribute positively to their society and the world.
5	Develop a food and fitness program to help our students more aware of health and wellness	If our students develop an awareness of proper nutrition and fitness, they will be able to learn to live healthy lives and will understand how being healthy correlates to working hard and being able to concentrate in school.

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
Implementation of the Common Core Standards	If our teachers implement the common core standards our students will be able to access a more rigorous curriculum and become college and career ready. Teachers will reflect on their practice and make deeper connections within and across the curriculum.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify the needs of all students and afford students rigorous instruction and the common core standards. Provide teachers with Safe Practices with the CCSS.	Instruction	All	Teachers, Admin	On-going	On-going		
Teachers meet weekly in their teacher teams to discuss and collaborate on instruction and the implementation of CCSS	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
Teachers develop 8-week unit plans, integrating the common core standards and collaborated within their teacher teams on maping out the standards	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
Teachers will unpack common core standards and present their work and student work samples to their teacher teams and in professional development sessions. Data will be analyzed to decide on next steps for instruction.	Professional Development	All	Teachers	On-going	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
Integration of technology across the curriculum	If our students have access to technology across the curriculum they will be better prepared to meet the local and global demands of our society. Our students will have access to richer and broader experiences and teachers will be able to implement the media and techonolgy components of the common core curriculum.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase iPads for students to use as a tool to help support instruction and curriculum and the development of techological development	Equipment/ Technology	All	Teachers, staff, volunteers	Quarter 1	On-going		
Technology integrated into FSD plan as tools to help support instruction and curriculum	Instruction	All	Teachers	Quarter 1	On-going		
Laptops are availble as an instructional aid for all teachers and students; students use the laptops for research and to help write papers	Equipment/ Technology	All	Teachers	Quarter 1	On-going		
Teachers use the Smartboard as an instructional aid	Equipment/ Technology	All	Teachers	Quarter 1	On-going		
Use tools such as Google Docs to help students explore different technological tools and keep their documents together in a protfolio	Equipment/ Technology	All	Teachers	Quarter 1	On-going		
Have teachers integrate technology within their units and across the curriculum.	Instruction		Teachers/Admin	Quarter 1	On-going		
Provide opportunities to teachers to receive professional development related to technology and media.	Professional Development	All	Teachers/Admin	Quarter 1	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
Implementation of academic interventions to address Tier II and III students	If meaningful and quality interventions are given to our students we will be able to prepare them for college and career and make progress toward acheieving common core standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Pull-out time integrated into specials teachers schedules to allow for additional support of lower-performing students	Instruction	Other student group	Resourcde Teachers	Quarter 1	On-going		
Have a toolbox of Tier II and III interventions available for classroom teachers and pull-out teachers to use with students they are servicing	Instructional Materials	Other student group	ILT	Summer 2012	On-going		
Utilize the ILT as a School-Based Problem Solving team to help review students' interventions and progress and help determine if they are to continue interventions or be referred for specialized services	ILT/ Teacher Teams	Other student group	ILT	Quarter 1	On-going		
Develop a consistent progress monitoring tool that can be used school-wide	Other	Other student group	ILT	Summer 2012	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Developing college and career awareness	If our students develop college and career awareness they will have more opportunities for success in education and career. This will enable them to contribute positively to their society and the world.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan a college and career week to promote college and career awareness and preparedness	Other	All	Counselor	Quarter 1	Quarter 4		
Give students a variety of interest inventories to explore their possible career interests and skill matches (ex: What's Next Illinois)	Other	All	Counsleor	Quarter 1	On-going		
Hold a culminating Career Day where people from different careers can speak to the students and they can ask appropriate questions to expland their exploration	Other	All	Counselor	Quarter 4	Quarter 4		
Post information about different colleges and careers throughout the building to display different options and to open up student discussion on future planning	Other	All	Counselor	Quarter 1	On-going		
Give students information of different high school options and help them understand how their high school decisions closely correlate to their collge and career decisions	Other	All	Counselor	Quarter 1	On-going		
Provide students will additional prep for Explore assessment	Instruction	Other student group	8th Grade Teacher/Admin	Quarter 1	Quarter 4		
Provide additional prep for selective enrollment assessment for students that will be testing.	Instruction	Other student group	8th Grade Teacher/Admin	Quarter 1	Quarter 4		

Strategic Priority 4

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
Develop a food and fitness program to help our students more aware of health and wellness	If our students develop an awareness of proper nutrition and fitness, they will be able to learn to live healthy lives and will understand how being healthy correlates to working hard and being able to concentrate in school.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use of alternative methods for fitness, for example roller skating and other unique fitness activities that students can do outside of school as a new form of fitness	Instruction	All	PE Teacher	Quarter 4	On-going		
Our resource teacher, a former nutritionist, will teach the importance of proper nutrition to the staff and will given them information that they can integrate into their curriculum	Professional Development	All	Teachers	On-going	On-going		
Hold school-wide celebrations of Nutrition Month (March) and other events to celebrate nutrition; engage in project based learning activities around nutrition	Instruction	All	Teachers	Quarter 3	Quarter 3		
We will bring in outside resources from Communities in Schools Chicago that will help our students understand the importance proper health and nutrition in a fun and exciting way	Other	All	Counselor/CISC	On-going	On-going		
We will hold an annual Family Fitness Night and other activities so that both our studnets and their families can understand the importance of fitness and staying active	Parental Involvement	All	PE Teacher/other teacher volunteers	On-going	On-going		

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Strategic Priority 5