CIWP

2012-2014 Continuous Improvement Work Plan

Orozco Fine Arts & Sciences Elementary School

Pilsen-Little Village Elementary Network

1940 W 18th St Chicago, IL 60608

ISBE ID: 150162990252842

School ID: 610329

Oracle ID: 31281
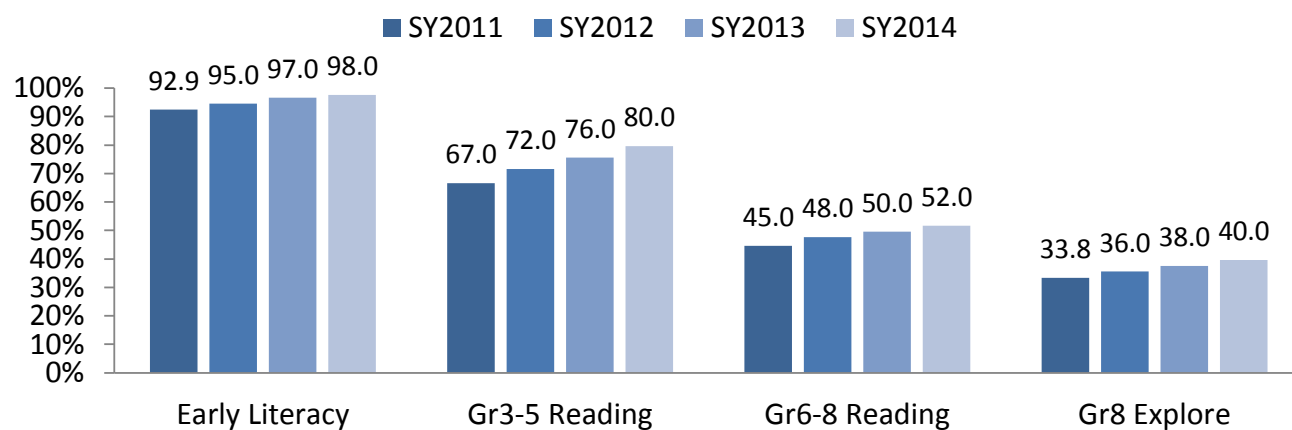
CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide a safe, motivating environment where primary and middle school students are challenged to fulfill their academic potential with the implementation of a rigorous curriculum. Community, parents, students, school and district staff will unite in a partnership to support and nurture the whole child. Our enriched curriculum will prepare students for the rigors of high school, college and career challenges. We envision every child meeting and/or exceeding academic goals and standards, preparing students for a challenging future in a global society.
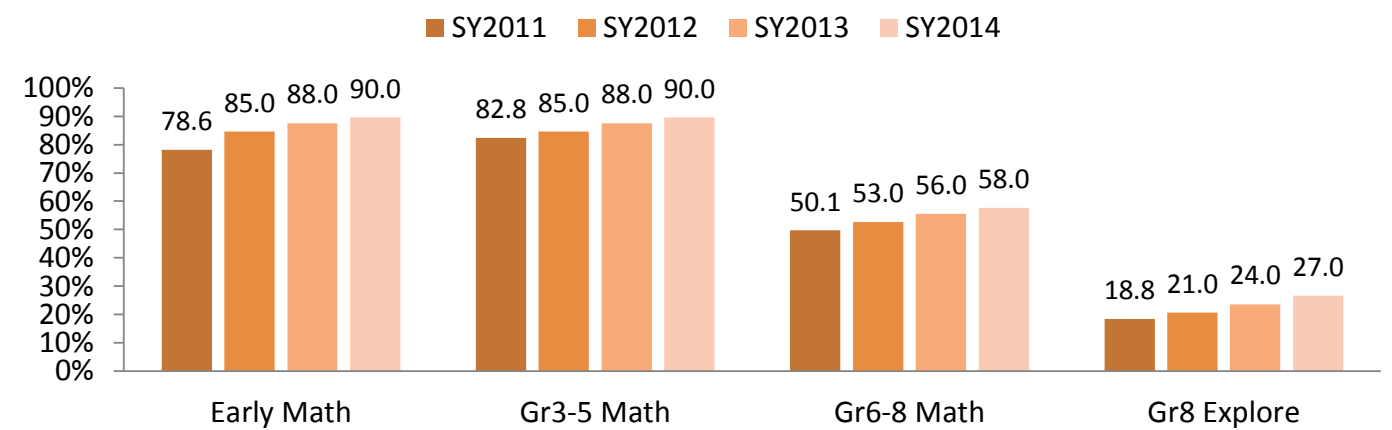
Strategic Priorities

1. Become experts at planning and implementing QTEL (Quality Teaching of English Language) teaching/learning stategies that focus on modeling.

2. Understand the rigor of the common core in reading and language arts, focusing on informational text and align them to complex tasks as defined by the DOK (Depth of Knowledge) levels.

3. Actively research specific strategies and materials that will address the needs of the middle school population with an emphasis on at-risk students (in progress).

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	92.9	95.0	97.0	98.0
Gr3-5 Reading	67.0	72.0	76.0	80.0
Gr6-8 Reading	45.0	48.0	50.0	52.0
Gr8 Explore	33.8	36.0	38.0	40.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	78.6	85.0	88.0	90.0
Gr3-5 Math	82.8	85.0	88.0	90.0
Gr6-8 Math	50.1	53.0	56.0	58.0
Gr8 Explore	18.8	21.0	24.0	27.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	Orozco Fine Arts & Sciences 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
Mrs. Coralia Barraza	Principal
Mrs. Wanda Cruz	Assistant Principal
Mrs. Kathryn Pusateri	Counselor/Case Manager
Mrs. Norma Moreno	Classroom Teacher
Mrs. Gila Hernandez	ELL Teacher
Ms. Pamela Rexius	Lead/ Resource Teacher
Mrs. Maria Economou	ELL Teacher
Mr. Dan Naliwajko	Classroom Teacher
Mr. Hecotr Castro	Classroom Teacher
Mr. Eduardo Yanez	Classroom Teacher
Mr. Andre LeMoine	Classroom Teacher
Mrs. Lourde Sanchez	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	92.9	95.0	97.0	98.0	**Early Math** % of students at Benchmark on mClass	78.6	85.0	88.0	90.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	67.0	72.0	76.0	80.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	82.8	85.0	88.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	73.9	78.0	80.0	82.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	77.0	80.0	82.0	83.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.0	48.0	50.0	52.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	50.1	53.0	56.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.0	54.0	56.0	58.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.0	54.0	56.0	58.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	33.8	36.0	38.0	40.0	**Explore - Math** % of students at college readiness benchmark	18.8	21.0	24.0	27.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	97.6	97.8	97.9	98.0		**Misconducts** Rate of Misconducts (any) per 100	1.4	1.0	0.8	0.6

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	82.8	85.0	87.0	89.0		**ISAT - Reading** % of students exceeding state standards	17.4	21.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.8	83.0	85.0	87.0		**ISAT - Mathematics** % of students exceeding state standards	30.2	33.0	36.0	39.0
ISAT - Science % of students meeting or exceeding state standards	82.3	84.0	86.0	88.0		**ISAT - Science** % of students exceeding state standards	12.5	16.0	19.0	22.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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.	The school has a clear theory of action with three target areas based on school data. Our three areas of focus are bilingual education, special education, and at-risk population. Our key strategic levers include implementing QTEL (Quality Teaching of English Language) strategies, increasing rigor through peer coaching, and extending the day for academic interventions. We are in the early stages of addressing achievement gaps with our male population.	
	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.	The principal has established a system of peer observations and regular coaching throughout all grade-levels. Feedback and suggestions are given to the teachers for improvement. Grade-levels meet regularly and are currently revising our school mission and vision. The principal has implemented and established instructional and extended day programs to prepare students for career and college readiness: Big Brothers / Big Sisters, Gad's Hill Mentoring, advisory periods, Upward Bound (Columbia College), and Gear-Up. Principal plans many opportunities for parental engagement, including Grade Book training, Science, Young Authors and History Fair Nights, and computer classes. At the LSC, NCLB/PAC meetings school data is shared with the parents as well as instructional plans such as the school Theory of Action and Quarterly Learning Cycles. Parents are explained-student learning goals as well as opportunites for involvement to learn how to assist their children at home.	

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
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	The majority of teachers are involved in the following: 10 ILT members that meet several times a month, RtI team, mentor coaches, a home-school coordinator, department curriculum teams, a union representative, a bilingual lead-teacher. Bi-monthly department meetings foster content collaboration; peer visitations and professional development on protocols for sharing student work. We need to attract a few additional teachers to take on more leadership roles. Weekly collaboration between general education and inclusion teachers in an effort to meet the needs of our special education students occur.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**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	The ILT is comprised of faculty members from each department and grade-level. The ILT reports back to the rest of faculty through department and grade-level meetings. Members of the ILT deliver whole staff professional development throughout the year. The ILT regularly analyzes Scantron, ISAT data, report card data in reading and math in order to make adjustments in selecting students for interventions, including Gear-Up, placement of students on the tracking list, Kid's College, Pilsen Wellness Center, and mentoring programs. The ILT is involved in the development of the different learning cycles to monitor the implementation of our Theory of Action. The ILT needs to reflect on its own effectiveness towards improving school-wide goals.	
Monitoring and adjusting	--->		**2**
• 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.	Our school needs to be more systematic in analyzing student data during department/grade level-meetings. We have begun to explore a more systematic approach by implementing Tuning Protocol in-service in order to critically analyze student assessments. Data analysis needs to be used to make adjustments in lesson planning.	

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
	Curriculum	-->		2
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.	Literacy teachers have begun to unpack the Common Core State Standards. Science and social studies teachers have begun the process of aligning their content curriculum with literacy CCSS. For the last five years, we have been creating curriculum maps for the year. Literacy teachers have had two release days to create assessments that evaluate Common Core standards. This year, however, each literacy teacher teaches three different grade levels, making it difficult to focus discussions during core subject area meetings. Long term plans include school-wide QTEL instruction to increase ELL English proficiency levels. Inclusion classrooms with co-teachers provide students with support to address the CCSS.	
	Instructional materials	-->		2
	• 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).	Teachers are introducing more supplemental materials, but not always in a uniform manner. Teachers are still collecting materials to address the CCSS. With teachers teaching multiple literacy levels, meeting time is limited in order to share these resources. The primary grades use a variety of supplemetal materials to differentiate instruction for ELL's as well as to provide support in their native language. In the upper grades, we lack leveled readers for bilingual students and students with disabilities.	

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.

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**2**
• 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.	The ILT and faculty does review some data, including Scantron, ISAT, Explore,and IDEL. The school organization does not allow all the staff members to have access to the scantron data, scores are only available for individual teachers. Each grade-level uses a comprehensive set of assessments, including constructed response, and performance tasks aligned to standards, but assessments are not always uniform between teachers at the same grade-level. Co-teachers provide accomodations and modifications for all assessments according to IEP's. Bilingual divisions receive accomodations for language support. Frequent QTEL instruction supports all ELL students in language acquisiton during performance based assessments.	

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
Instruction	-->		**2**
• 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.	Our weighted grading system reflects regular use of formative assessments during instruction. Students engage in a variety of assessments; tests, quizzes, performance based assessments, homework and classwork are also part of our student evaluation system. The majority of teachers present clear objectives at the start of each class period. Based on teacher walk-throughs, the majority of classrooms are implementing rigorous questioning techniques. Using the DOK scale, the majority of teachers are beginning to implement tasks and instruction at a level 3. The implementation of the QTEL (Quality Teaching of English Language) strategies has been the focus this year. The entire teaching force from Orozco Academy has participated in the summer institute, retreat and coaching sessions to ensure the mastery of these strategies. Students in the bilingual gifted program are being instructed one grade above grade-level.	

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
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Screening assessments like IDEL, Scantron, ISAT and ACCESS are used to identify students who are in need of academic interventions. In-class interventions include small group instruction.Various academic extended day programs are in place to help enrich students' educational experience. Programs in place are: Kids College, Homework Clubs, before and afterschool access to our two computer labs and library. Some of the needs of our ELLs are being met with the implementation of collaborative QTEL strategies, a teacher assistant has been placed in these divisions during literacy instruction to assist with small group instruction.	
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.	QTEL, Quality Teaching of English Language has been implemented from August of 2011 to the present. Professional development has taken place on a mothly basis and peer observations have occurred quarterly. The literacy coach has completed three rounds of observations, post-conferences have been held to provide teachers with suggestions on how to improve the implemenation of the QTEL strategies. The DOK has been used during these observations to to help the teachers to increase the level of rigor in their lessons. The school Literacy coach, QTEL literacy, math and social studies coaches as well as the administrative team have concluded seven visits in each classroom to support the teachers with the	

Professional Learning

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**2**
	• 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 bi-weekly to discuss curriculum alignment with Common Core Standards. Department meetings occur weekly and teachers evaluate student assessments. Discuss teaching strategies, and plan accordingly for the week ahead. Strategies and activities outlined in the learning cycles are also integrated and discussed in these meetings. Special education teachers,and bilingual teachers participate in these meetings as well. ILT department/block leaders are responsible for relaying information to the rest of the faculty. PBIS has been implemented this academic year and is a work in progress.	
	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.	Ongoing peer coaching occurs quarterly, whether it be QTEL observations, staff observations, literacy coach observations, QTEL coaches. Immediate feedback is given to each individual teacher which includes suggestions for improvement and professional growth. Strong emphasis has been placed in the implementation of the QTEL strategies. The school developed its own coaching plan to make sure that all teachers were exposed to these coaching sessions to improve language development; thus, impacting academic achievement.	

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
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• 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	Students are encouraged to attend high school fairs, are taken to our high school fair, participate in summer college academic programming, and college readiness is discussed during advisory periods. Students are also presented with other opportunites for high school and college support. The Upward Bound Program is also presented to the 8th grade students as an opportunity to seek support for high school and college.	
	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.	Students meet monthly in their advisory groups and participate in townhall meetings as a tool to promote student/staff interaction. Support systems like Big Brothers Big Sisters, Gads Hill Mentoring Programs are also available to students who display the need for these services. Students with disabilities are included and participate in school assemblies, extracurricular activities, as well as any other activity that is used to promote social interaction. Students' culture and language is evident throughout the building and all means of communication include the students' language.	
	Behavior& Safety	-->		**2**
	• 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 being introduced school-wide this academic year. The staff establishes and strives to maintain a safe and welcoming environment. Some staff members have been trained on the PBIS approach and we are in the process of implementing this approach school-wide. More consistency is needed to obtain more powerful results. The school uniform, incentive programs for good behavior, attendance, and academic achievement rewards contribute to the safety and well-being of all learning communities.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement				
	Expectations	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal communicates daily, weekly, and monthly via automated phone calls, news letters, school website, flyers, LSC meetings, monthly calendar, and NCLB/ PAC committees, and community forums. At the different open houses teachers provide clear information to the families on what students are expected to achieve during the school year. Grade-level parent orientation meetings, parent-teacher conferences, phone calls, student remediation plans, parent handbook. High School Fair/ Admissions Counseling provide the families with clear information on what students are expected to achieve. The school website was launched this school year and it provides parents with the opportunity to learn about school activities as well as to learn more about instruction.	
	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.	Phone calls, parent portal, parent-teacher conferences, email updates, progress reports, parent meetings, IEP meetings, remediation plans, individual family counseling keep the lines of communication open and inform the parents how they can support thier child's learning at home. A wide variety of workshops provide parents with school and instructional related strategies that will help the parent to assist their children at home with homework or	
	Bonding	-->		**3**
	• 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.	Parent workshops are offered weekly addressing academics, parenting skills, technology, and language. Science fair, history fair, young authors, family reading nights, 8th grade academic parent update, and parent classroom mentors. School communicates with parents via the following: Home visits, school calendar, automated phone calls, flyers, day and evening workshops, conferences (parent/administrators), parent portal and digital communication etc.	

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	--->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Counselor, principal, assistant principal, and attendance clerk make home visits as needed. School staff works closely with the Benefits Enrollment Coordinator to ensure students and their families have basic necessities covered. Orozco has an in-house medical clinic staffed by Alivio Medical Staff which address physical and mental health. Mentoring programs are in place for extra student support outside of the classroom(Big Brothers/ Sisters, Mujeres Latinas En Accion, Gads Hill).	
College & Career Exploration and election	--->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	School holds a high school fair annually for students in 6th-8th grades, advisory classes are in place to promote higher education, individual admissions counseling, Columbia College Upward Bound Program, scholarship assistance (Daniel Murphy, Hispanic Scholarship Fund, High Jump) and parent workshops.	
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.	Math curriculum addresses content and application through the common core standards (Connected Math, Everyday Math). Gifted program provides accelerated curriculum in all content areas. Students in this program are working above grade-level in both, reading and math. Academic curriculum planning includes: QTEL strategies, analyzing and evaluating student work using the Depths of Knowledge Rubric (DOK).	
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.	Thirty-three extended day programs are currently in place that encompass academic, physical, and social/emotional needs of all students. Academy and advisory days are in place to motivate our students on obtaining higher education. Kids College a computarized academic program offers students the opportunity to work on their reading and math skills. Other extended day programs include Fitness training, Mexican Folkloric Dance, Homework Club, Mariachi Band etc.	

(vertical text, left margin) **6: College and Career Readiness Supports**

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	*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.	Explore Inventory and test are taken by our eighth graders which includes a diagnostic assessment of their possible career interests.	
	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.	Not applicable	
	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.	Incoming students from Cooper Dual Language participate in summer orientation programs specific to their grade-level (K and 6th Grade), Juarez articulation for 8th grade students transitioning into 9th grade. Parent orientations occur to help parents support their child's transition. The investigation day at Juarez HS gives the students the opportunity to learn about high school, its environment and demands.	

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
	Use of Discretionary Resources	--->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Positions subsidized with discretionary funds include the following: Technology Coordinator, Physical and Health Education Teacher, School/Home Coordinator,Teacher Aides to assist in Bilingual Classrooms. Orozco is in its fifth year of grant funding through our partnership with ELEV8. This funding provides academic and non-academic interventions, extended day and year long programming (social, sports, orientation), and extracurricular activities for both students and parents.	
	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.	Student-teachers, current staff, and future staff regularly complete state approved internships through the academic year in various educational fields. Teachers and administrators work together when addressing staffing needs and through the interview process. Grade and content teams meet in order to share and exchange ideas to better enhance both knowledge and expertise. Partnerships have been established with the following Universities: Roosevelt, DePaul, Northeastern, UIC, National Louis University, and Saint Xavier.	
	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.	Students with IEPs are given schedules that are designed to fit their daily academic and social needs. Block scheduling is in place to increase students' literacy, mathematics, and science knowledge. Weekly and bi-weekly department and grade-level meetings are part of all faculty members' schedules. Currently, students receive an extended day schedule as an academic intervention, but these interventions will be integrated into their regular school day next year.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Our mission is to provide a safe, motivating environment where primary and middle school students are challenged to fulfill their academic potential with the implementation of a rigorous curriculum. Community, parents, students, school and district staff will unite in a partnership to support and nurture the whole child. Our enriched curriculum will prepare students for the rigors of high school, college and career challenges. We envision every child meeting and/or exceeding academic goals and standards, preparing students for a challenging future in a global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Become experts at planning and implementing QTEL (Quality Teaching of English Language) teaching/learning stategies that focus on modeling.	Currently only 17% of the student population exceeded the states standards in reading on the ISAT. Therefore, the Orozco teaching staff will increase their knowledge and understanding of ELL teaching strategy of modeling and providing opportunities for accountable talk across all content areas. Considering the fact that ELL's require 7-8 years of English instruction to acquire academic language, the majority of our students need more language support in all content areas. QTEL strategies provide many opportunities for shared language development.
2	Understand the rigor of the common core in reading and language arts, focusing on informational text and align them to complex tasks as defined by the DOK (Depth of Knowledge) levels.	Teachers will begin unit planning across all grade-levels and content areas incorporating supplemental nonfiction texts in order to prepare for the newly formatted standardized testing based on the CCSS and data obtained through the implementation of the DOK.
3	Actively research specific strategies and materials that will address the needs of the middle school population with an emphasis on at-risk students (in progress).	Student data has been used to identify at-risk students. This data includes grades, referrals to counselor, discipline infractions or misconducts. The at-risk population at Orozco Academy will be given a support system that will provide additional tools for their academic and social emotional success.
4		
5		

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
Become experts at planning and implementing QTEL (Quality Teaching of English Language) teaching/learning stategies that focus on modeling.	Currently only 17% of the student population exceeded the states standards in reading on the ISAT. Therefore, the Orozco teaching staff will increase their knowledge and understanding of ELL teaching strategy of modeling and providing opportunities for accountable talk across all content areas. Considering the fact that ELL's require 7-8 years of English instruction to acquire academic language, the majority of our students need more language

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Orientation for 100% of the staff of QTEL strategies.	Professional Development	All	Literacy Leader via Professional Developmant	On-going	Year 2	On-Track	
100% of the school staff will receive an orientation on the QTEL strategies by the fall of 2012. Especial attention will be given to new staff members.	Other	All	Entire faculty	On-going	Year 2		
100% of the Orozco Staff members will complete peer observations by the spring of 2013.	ILT/ Teacher Teams	All	Literacy Coach and Teachers	On-going	Year 2		
100% of the teachers will be given pre and post observation conferences regarding QTEL strategies and DOK a minimum of three times a year.	Other	All	Literacy Coach, QTEL Coaches and Administration	On-going	Year 2		
100% of the teaching staff will fully implement the QTEL strategies to assist the students with language development in all core areas.	ILT/ Teacher Teams	All	Literacy Coach, QTEL Coaches and Administration	On-going	Quarter 2		

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
Understand the rigor of the common core in reading and language arts, focusing on informational text and align them to complex tasks as defined by the DOK (Depth of Knowledge) levels.	Teachers will begin unit planning across all grade-levels and content areas incorporating supplemental nonfiction texts in order to prepare for the newly formatted standardized testing based on the CCSS and data obtained through the implementation of the DOK.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of the the teachers will conduct a text audit to align with CCSS.	Instructional Materials	All	All Staff	Quarter 4	Quarter 4		
1st unit planning aligned to CCSS will be done by 100% of core subject teachers. The unit will start with an essential question, a clear list of enduring understandings, and a performance assessment with a scoring rubric.	ILT/ Teacher Teams	All	Teacher Teams	Summer 2012	Summer 2012		
Provide non-fiction text in 100% of the classrooms identified as not having adequate resources.	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
100% of performance assessments will align complex tasks to levels 3 or 4 as defined by the DOK levels	ILT/ Teacher Teams	All	Teacher Teams	On-going	On-going		
100% of the teachers will complete their planning process which will include 2nd, 3rd and 4th quarterly units.	ILT/ Teacher Teams	All	Teacher Teams Literacy Coach	Quarter 1	Quarter 4		

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
Actively research specific strategies and materials that will address the needs of the middle school population with an emphasis on at-risk students (in progress).	Student data has been used to identify at-risk students. This data includes grades, referrals to counselor, discipline infractions or misconducts. The at-risk population at Orozco Academy will be given a support system that will provide additional tools for their academic and social emotional success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase texts to address and meet the needs of the at risk population	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Increase the number of students graduating on stage by 10% through tracking the at risk population (males, long term ELLs, Students with Ds and Fs) from 6th through 8th and provide social, emotional and academic interventions.	Other	All	Teachers, Counseling Department and Administration	On-going	On-going		
100% of 6th through 8th classrooms will implement intervention strategies during advisory periods by the end of the school year. One strategy is to create more service learning projects that are shown to engage at-risk students.	Instruction	All	All Staff	On-going	On-going		
Create a profile to target stuggling students	ILT/ Teacher Teams	Other student group	Administration / other	Summer 2012	Summer 2012		
Create a list of at risk students.	Instruction	Other student group	Administration	Quarter 1	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

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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