



2012-2014 Continuous Improvement Work Plan

Mary E Courtenay Elementary Language Arts Center

Ravenswood-Ridge Elementary Network

1726 W Berteau Ave Chicago, IL 60613

ISBE ID: 150162990252921

School ID: 610355

Oracle ID: 30141



Mission Statement

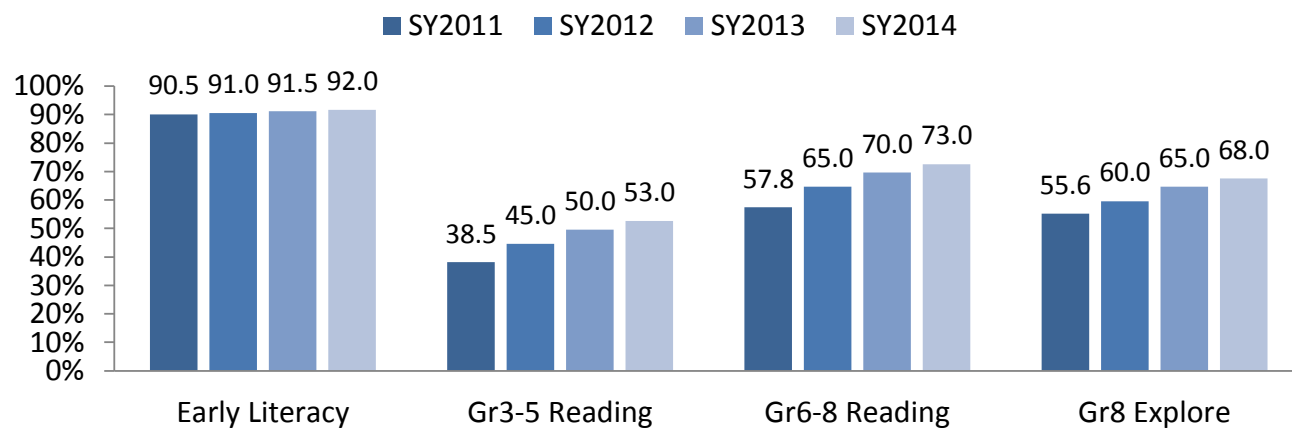
We, at the Courtenay Language Arts Center, are committed to providing an academically stimulating and emotionally nurturing environment to all students. We are committed to educating a diverse population of students at all levels of abilities. We believe in providing experiences, opportunities and options which foster intellectual, social, physical and technological skills in the best environment suited to the individual. We will provide our students with an education focused on the whole person, which includes a healthy and active lifestyle. We will prepare our students for the future so that they will become productive members of a global society.

Strategic Priorities

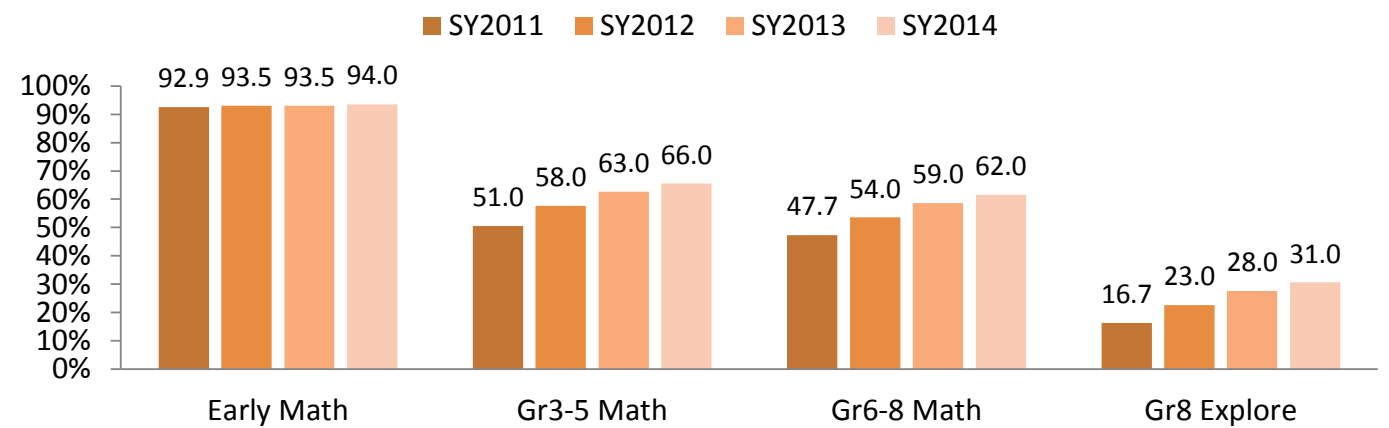
1. Teachers deliver Common Core aligned balanced literacy instruction utilizing research-based strategies that will ensure engaged, successful readers
2. Teachers deliver Common Core aligned higher-level literacy to support adolescent literacy which includes mastering increasingly difficult texts, understanding the distinctions among reading in different content areas and reading digital content.
3. Teachers deliver Common Core aligned instruction involving speaking, listening, reading informational texts and writing in a variety of genres across all content areas.
4. Provide students with multiple opportunities to engage in learning activities and demonstrate evidence of learning.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Mary E Courtenay Elementary Language Arts Center

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
JoAnn Percel	Principal
Tammy Lunetto	Assistant Principal
Grace Koh	Counselor/Case Manager
Patricia Kiley	Classroom Teacher
Cynthia Heywood	Classroom Teacher
Diane Kerry Martin	Classroom Teacher
Ramon Goggins	Support Staff
Taryn Kurth	LSC Member
Rebecca Brady	LSC Member
Cassandra Vickas	Parent/ Guardian
Lynn Harden	Parent/ Guardian
Romana Puente	Parent/ Guardian



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	90.5	91.0	91.5	92.0		Early Math % of students at Benchmark on mClass	92.9	93.5	93.5	94.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.5	45.0	50.0	53.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.0	58.0	63.0	66.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.0	69.0	74.0	77.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	59.2	66.0	71.0	74.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.8	65.0	70.0	73.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	47.7	54.0	59.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	37.8	45.0	50.0	53.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.5	52.0	57.0	60.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	55.6	60.0	65.0	68.0		Explore - Math % of students at college readiness benchmark	16.7	23.0	28.0	31.0



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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	94.9	96.0	96.5	96.8					
					Misconducts Rate of Misconducts (any) per 100	10.8	8.0	7.5	7.0

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	87.8	91.0	93.0	95.0		ISAT - Reading % of students exceeding state standards	28.6	30.5	32.0	33.5
ISAT - Mathematics % of students meeting or exceeding state standards	93.9	95.0	95.5	95.8		ISAT - Mathematics % of students exceeding state standards	21.2	23.0	23.5	24.0
ISAT - Science % of students meeting or exceeding state standards	90.6	91.0	93.0	95.0		ISAT - Science % of students exceeding state standards	21.9	23.9	24.9	26.0

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 ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Set growth targets at each grade / student level Set meets/exceeds targets at school level Set exceeds targets at school level Monitored growth through RTI Developed Theory of Action Conducted Professional Development to implement Theory of Action Conducted ten weeks of tutoring after school for selected students and referred selected students for RTI process 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Utilized Excellence In Teaching – pre and post observation conferences Conducted informal, unannounced observations Developed and conducted P.D. based on teacher needs / concerns, Supports Teacher grant writing efforts Conducted Instructional Rounds University of Illinois – Engineering Open House trip for middle school Worked with Communities In Schools to foster partnerships Parent monthly meetings Annual parent grade level meetings Parent meetings to discuss school report card, SIPAAA Met with students to discuss progress and develop study plan Instituted Peer Observation / Coaching opportunities Working on Grow 47 Initiative with Alderman Pawar Conducted Family events: STEM, Literacy, Fine Arts, Alumni Outreach 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> Developed Teacher Leadership team Bi-weekly, after school meetings for teachers and staff RTI Bilingual Lead teacher Union Representation SIPAAA / CWIP Team Stand School Committees Peer Coaching Opportunities / Instructional Rounds / Teacher led PD Level team meetings / Common Planning meetings Pre Post observation meetings with principal IEP / Staff conferences Mentor teachers Majority of teachers write and have been awarded grants Majority of teachers serve on two to three school committees 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	ILT meets bi-weekly / monthly to discuss upcoming events, data, pd Participates in interview process of new staff Works with Network Team on Instructional Rounds Attends Network level Professional Development Presents Network PD to Courtenay Staff Serves as peer mentor / coaches to new teachers and staff Reviews data from Scantron, IAA, ISAT, Dibles, M-class Staff engage in collaborative / reflective discussions regarding student data, test scores, student growth and units of study.	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	Review available data: dibles, m-class, scantron, ISAT, IAA when available Review student work, classroom assessments RTI monitoring Dibles Progress Monitoring Uses data to move students past meets to exceeds Uses data to group students Teachers use data to drive instruction and informs them of needed differentiation	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>This year we are working on : reviewing the year long scope of each grade level using common core standards, level teams are discussing how to develop common units of study and authentic performance based assessments that include student assessment choice. Teachers are looking to utilize more non-fiction text and including the use of novel sets and less exclusive use of the basal reading series. We are expanding the use of FOSS Science in Grades K - 5, provide students with daily writing opportunities at all grade levels and independent reading time. supplemental reading materials are provided with Reading A-Z and various student magazines that feature current events. Teachers are also reviewing the continued use of Everyday Math in grades K-5 and are researching alternative math programs that are research-based and aligned to Coed. In addition, Character Education is also included and Fine Arts is integrated into core subject areas.</p>	
	Instructional materials ----->			3
<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Teams are reviewing current materials to ensure alignment to Common Core. StoryTown basal series includes materials for ELL, leveled readers. Supplemental materials include: Magazine, chapter books, novel sets, digital books, reading A-Z. Foss Kits provide students with hands-on experiential science experiences. Bilingual teachers, special education teachers, and paraprofessionals support students in the classroom. Teachers create units of studies and assessments that provide differentiation. Character Ed and community based instruction / resources support</p>		
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teachers use assessments to determine instructional focus and most use it to drive groupings and instruction. Assessments are also used to accommodate for different learning styles. District assessment data is utilized when it becomes available. Teachers allow some assessment choice. Teachers understand accommodations provided for certain students on district assessments.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers make connections with previous knowledge, lessons, content areas. They actively work to increase higher level questioning techniques. Most teachers use 2-3 techniques to check for understanding during and after a lesson. Most teachers use whole group instruction, but provide small group instruction when students are in learning centers. Teachers develop classroom assessments, assignments and projects that they use to determine student mastery of material. Teachers K - 8 utilize a balanced literacy approach, dedicate time for writing on a daily basis and are beginning to align instruction to the Common Core State Standards. Technology is used when available and appropriate. Support is provided with resource teachers and paraprofessionals.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Most teachers maintain consistent, reliable information on child's relative strengths and weaknesses, providing staffing and RTI teams with valid data to inform instruction and placement decisions. The case manager serves to support teachers through tutoring, behavior interventions and observations. The social worker provides teachers with intervention strategies, short-term counseling for children and families and referrals for long-term assistance. The Response to Intervention (RTI) Team serves to support teachers with intervention strategies, materials and monitoring schedules. Classroom teachers utilize research-based materials in RTI sessions.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Principal and Leadership Team developed a year long professional development plan. The plan is aligned to student needs and priorities. It also is designed to align and address teacher needs that are articulated during staff meetings and observed during classroom observations. School-wide priorities are addressed during professional development with follow-up that includes specific time lines. We are beginning the process of collaborative discussion surrounding peer coaching and peer observations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teacher teams meet to discuss units of study, coordinate projects, review study loads and plan community based activities. General ed and special ed and support staff meet frequently to discuss specific student needs. All staff members are aware of student accommodations. The case manager and Assistant Principal work directly with the classroom teachers to discuss successful strategies and best practices. Physical and occupational therapists are included in team discussions. Veteran teachers mentor new teachers on an informal basis. Principal and Assistant Principal mentor new teachers on semi-regular basis. Principal conducts pre and post observation conferences with each teacher. Peer coaching started during the second semester of this school year.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Peer coaching has recently been initiated. Teachers are observing each other during their prep periods and later discuss what was observed to improve instruction. New teachers receive informal mentoring support. Principal provides post observation feedback through conferences and written evaluations. Cross classroom visitation will be expanded next year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Principal meets with each student to discuss high school expectations and academic progress. Teachers and counselor discuss academic progress and post elementary / post secondary education. Staff plan and escort students to University of Illinois Engineering Open House to expose students to college and STEM opportunities. Students are provided with leadership opportunities through student council, After school sports, science fair, High School Algebra class, and PBIS. We continue our outreach through our alumni Service Learning Program: peer tutoring, tours and volunteering.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	Students with disabilities are included in school-wide events. Class meetings are held with adult facilitators in middle school to foster open communication and give voice to students with respect to interpersonal issues and school issues. Parents indicate they feel comfortable discussing issues with administration and staff. this year the Volunteer program was developed. Administration joins parents to work on Grow 47 ward initiative with the alderman. Friends of Courtenay was developed as an organization to encourage volunteerism, parent participation and fundraising.	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	Student Code of Conduct is implemented along with a progressive discipline policy. Parent Teacher conferences are used to discuss student behavior. Staff reinforces positive behavior using coupons for incentive activities such as movies, dances, items from school store etc. Class meetings are held to discuss classroom issues and teacher and support staff are available to facilitate. Principal meets with Chicago Police and district commander to interface on community issues. Character Education and special presentations are provided at school.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>grade level meetings for parents are held with principal and teachers to discuss grading, classroom expectations, courses and promotion policy. Meetings with parents are held prior to LSC meetings so all parents have an opportunity to know and discuss school issues. Afternoon and evening meetings are planned for greater parent and community participation. Announcements are sent via flyers, website, parent bulletin board at school, facebook, emails and school newspaper. Progress reports and report cards</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Ongoing communication is a high priority. Parent meetings are conducted prior to the LSC meeting to give more parents the opportunity to discuss school issues. Afternoon and evening meetings are held to accommodate all parent schedules. Notices are sent home via email, facebook, flyers, phone calls, bulletin board postings, teacher notes, notes in daily planners, Parent directory has been developed. Open House, conferences, parent</p>	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Developed Parent Volunteer Program, Conduct Open House, conferences, phone calls. Developed parent directory, e-mail data base, school website, facebook, parent organizations including NCLB, bilingual, LSC and Friends of Courtenay. Work with Alderman on Grow 47 Initiative, recycling activities, field trips, greeters at door for family events, Family literacy, fine arts and STEM nights. students work at Student Council activities, neighborhood food pantry,</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School worker, administration and counselor work to provide services to students during school hours. Referral made to families as needed for long-term community based support.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Career Exploration with external partners that includes DeVry University (careers in technology) University of Illinois - Champaign (engineering and math) University of Illinois - Chicago (careers in science) Lego League (Engineering) Junior Achievement (Global Economy issues) John Marshall Law School (constitutional law,	
	Academic Planning ----->			4
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Principal meets with students during progress report weeks (week 5, 15, 25) to discuss interests and aspirations and develop study plan when needed. Principal meets with parents during week 3 and 4 of the school year to discuss the academic program and available intervention and enrichment opportunities within the school and community. Parents of middle school students are invited to informational sessions conducted by school counselor to learn about high school options, opportunities, admission procedures. Middle schools attend a field trip to U of I campus to experience college campus and learn about study opportunities in the area of		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	All students have access to softball, soccer, Girls on the Run, Track, and special olympics when appropriate. Small group tutoring and enrichment activities are available (10 week program). Student Council activities are lead by student leaders and include School Spirit and Community Service Projects. Middle School Students attend Saturday field trip to University of Illinois Urbana. Recycling Club is open to middle school students and all students are invited to participate in ecology / gardening projects. Middle School students (5-8) participate in Lego League project and competition.		

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 ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>All students participate in career education activities many of which are provided throughout the year by our partnership with Communities in Schools. 8th graders take the Explore assessment and 7th & 8th graders and parents are aware of science and math requirements, AP courses before they enroll in high school.</p>	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>During parent meetings with 7th and 8th grade parents, principal and counselor discuss required courses in high school to ensure college readiness, supports that are available in high school (Deans, School Counselors, Social Workers etc) Discussions also include service learning hours and how this can positively impact scholarship eligibility.</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Teachers meet with students moving into next grade so that the students know the classroom, teachers and expectations before the next school year. Principal and counselor meets with students and parents to discuss the high school experience. Staff members attend high school open houses to better prepare students for the transition to high school.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Principal conducts meeting (afternoon and evening) to discuss the budget and how funds will be used. Principal meets with staff before and after school to discuss budget appropriations and how they align with school improvement plan. Principal meets with teacher team leaders to discuss needed resources in the classroom. Principal provides LSC members with internal account and discretionary funds monthly reports. Principal provides staff, LSC, parents and community with understanding of the budget and an explanation of the funding sources.	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Common Preparation periods are scheduled by administration to assist with teacher collaboration process. Teacher leadership team meets biweekly with principal. Teacher teams (whole school or by level) meet biweekly with principal. Teacher teams participate in the interview process of new staff members. All staff are expected to participate in professional development provided within school and district. All staff members are encouraged to set professional goals and administration is expected to support staff efforts to achieve personal priorities (National Board Certification, Highly Qualified status, teaching endorsements etc)	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Common Preparation periods are scheduled by administration to assist with teacher collaboration process. Schedules are developed to maximize professional development opportunities. Schedules include Response to Intervention time. Interruptions including "all calls" are on "emergency basis only". Teachers work with administration to develop schedules that provide adequate instructional time for each core subject.	

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

We, at the Courtenay Language Arts Center, are committed to providing an academically stimulating and emotionally nurturing environment to all students. We are committed to educating a diverse population of students at all levels of abilities. We believe in providing experiences, opportunities and options which foster intellectual, social, physical and technological skills in the best environment suited to the individual. We will provide our students with an education focused on the whole person, which includes a healthy and active lifestyle. We will prepare our students for the future so that they will become productive members of 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	Teachers deliver Common Core aligned balanced literacy instruction utilizing research-based strategies that will ensure engaged, successful readers	Currently, fewer than 65 % of our students in grades 3 -5 and 37.8% of our students in grades 6 - 8 are meeting growth targets in literacy. Implementing rigorous, research-based strategies that are aligned to the Common Core Standards will increase the number of students meeting growth targets in literacy.
2	Teachers deliver Common Core aligned higher-level literacy to support adolescent literacy which includes mastering increasingly difficult texts, understanding the distinctions among reading in different content areas and reading digital content.	According to last year's Scantron data, on 37.8% of our students are making growth targets. In addition only 55.6% of the students met the college readiness benchmark on the EXPLORE test. A higher-level literacy program for the Middle School program will ensure the students will grow in literacy proficiency.
3	Teachers deliver Common Core aligned instruction involving speaking, listening, reading informational texts and writing in a variety of genres across all content areas.	During team meetings, teacher and support staff evaluated our school as "3" in instruction. Staff determined a wider variety of texts / genres should be utilized to ensure greater student participation and engagement in the total balanced literacy program.
4	Provide students with multiple opportunities to engage in learning activities and demonstrate evidence of learning.	Staff scored our school a "2" on the School Effectiveness Framework in Assessments. Teacher team meetings discussed plans to work collaboratively to create authentic performance based assessments that provide students with multiple ways to demonstrate mastery of skills in all content areas.
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
Teachers deliver Common Core aligned balanced literacy instruction utilizing reseach-based strategies that will ensure engaged, successful readers	Currently, fewer than 65 % of our students in grades 3 -5 and 37.8% of our students in grades 6 - 8 are meeting growth targets in literacy. Implementing rigorous, research-based strategies that are aligned to the Common Core Standards will increase the number of students meeting growth targets in literacy.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher leaders will design and present professional development to teachers and support staff. The PD will include research-based strategies that aligned to Common Core Literacy Standards	Professional Development	All	Teacher Leaders identified by Principal	Quarter 1	Year 2		
Teachers at each grade level will conduct an audit of existing texts to determine if the texts are aligned to Common Core State Standards and invest in appropriate supplemental and core texts and materials	Instructional Materials	All	Teacher Leaders identified by Principal	Summer 2012	Quarter 1		
Conduct teacher observations in grades K - 8 during Language Arts instruction	Instruction	All	Principal	Quarter 1	On-going		
As funds become available, hire a teacher to supplement writing / language arts program that are aligned to Common Core and utilizes research-based enrichment and intervention strategies.	Staffing	All	Principal	Summer 2012	Quarter 1		



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
Teachers deliver Common Core aligned higher-level literacy to support adolescent literacy which includes mastering increasingly difficult texts, understanding the distinctions among reading in different content areas and reading digital content.	According to last year's Scantron data, on 37.8% of our students are making growth targets. In addition only 55.6% of the students met the college readiness benchmark on the EXPLORE test. A higher-level literacy program for the Middle School program will ensure the students will grow in literacy proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher Teams will review data on ISAT, Scantron, benchmark tests and classroom assessments.	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		
Teachers will attend professional development that include research based strategies on adolescent learning and literacy programs.	Professional Development	All	Principal	Summer 2012	On-going		
Teachers in grades 6 - 8 will participate in peer observation and coaching sessions.	Instruction	All	Principal	Quarter 1	Year 2		
After conducting a classroom audit of available literacy materials, supplemental and core materials will be reviewed and purchased.	Instructional Materials	All	School Administration	Summer 2012	Quarter 2		



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
Teachers deliver Common Core aligned instruction involving speaking, listening, reading informational texts and writing in a variety of genres across all content areas.	During team meetings, teacher and support staff evaluated our school as "3" in instruction. Staff determined a wider variety of texts / genres should be utilized to ensure greater student participation and engagement in the total balanced literacy program.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will attend professional development that will address research-based strategies for teaching language arts (reading, writing, and listening across all subject areas.	Professional Development	All	School Administration	Quarter 1	On-going		
Teachers will participate in peer coaching / peer observations to ensure best practices are implemented in instructional program.	ILT/ Teacher Teams	All	School Administration	Quarter 1	Year 2		
Principal will conduct classroom observations to monitor implementation of best practices in instructional program	Instruction	All	Principal	Quarter 1	On-going		
Teacher teams will meet to review benchmark test data and classroom assessments to review student progress and growth targets in core subject areas.	ILT/ Teacher Teams	All	Teacher Leadership Team	Quarter 1	Summer 2013		
As funds become available, hire support staff to work under the direction of the teacher to supplement language arts program aligned to Common Core	Staffing	All	Principal	Summer 2012	Quarter 1		



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
Provide students with multiple opportunities to engage in learning activities and demonstrate evidence of learning.	Staff scored our school a "2" on the School Effectiveness Framework in Assessments. Teacher team meetings discussed plans to work collaboratively to create authentic performance based assessments that provide students with multiple ways to demonstrate mastery of skills in all content areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will attend professional development sessions for development of assessments that are aligned to the Common Core.	After School/ Extended Day	All	Principal				
Teachers work collaboratively to construct valid classroom assessments that are aligned to Common Core.	After School/ Extended Day	All					
Invest in supplemental materials and supplies to assist teachers in the development of classroom assessments that are aligned to Common Core	Instructional Materials	All					
Invest in technology, software and supplies to assist teachers in the development of classroom assessments / activities that are aligned to Common Core.	Equipment/ Technology	All					
Provide all stakeholders with clear understanding of Common Core Standards and what mastery of Common Core looks like at each grade level.	Parental Involvement	All					



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

Action Plan

Monitoring

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