

Lake Calumet Elementary Network  
 330 E 133rd St Chicago, IL 60827  
 ISBE ID: 150162990252173  
 School ID: 610364  
 Oracle ID: 26601

**Mission Statement**

DuBois students will achieve city and state goals and the objectives of the Common Core State Standards with improved instruction and through increased technology, professional development and parental and community involvement with the support and enrichment of external partners, the world languages, and the arts.

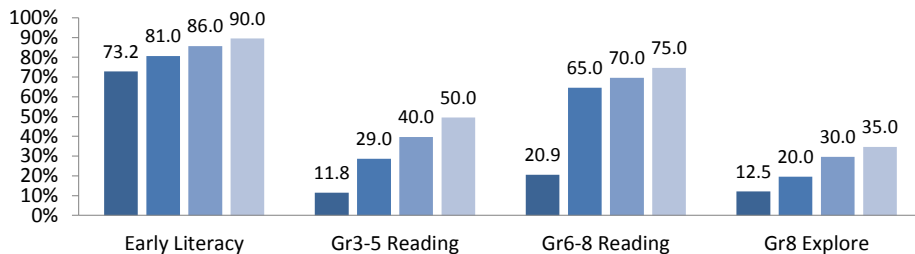
**Strategic Priorities**

1. Implement the Common Core State Standards in ELA.
2. The Instructional Leadership team will effectively guide the academic focus of our school.
3. Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.

**School Performance Goals**

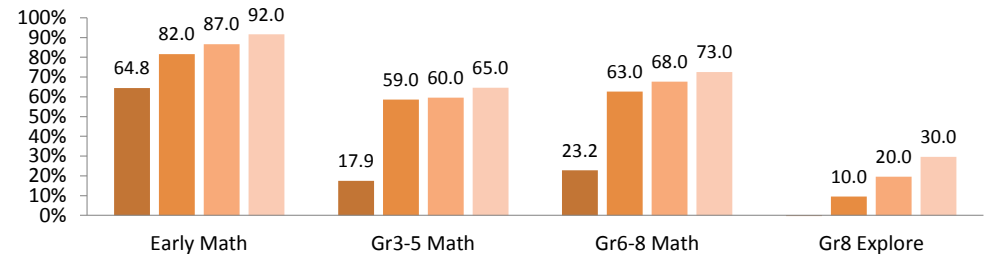
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





## 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](http://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:	William E B Dubois 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
Vanessa Williams Johnson	Principal
Venus DeLoach	Assistant Principal
LaShanda Lewis	Counselor/Case Manager
Danielle Roberson	Primary Teacher
Aisha Collins	Intermediate Teacher
Andrea Dydo	Upper Grade Teacher
Charlotte Spencer	Special Education Teacher
Judith Stork	World Language Teacher

## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	73.2	81.0	86.0	90.0		<b>Early Math</b> % of students at Benchmark on mClass	64.8	82.0	87.0	92.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	11.8	29.0	40.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	17.9	59.0	60.0	65.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	37.5	50.0	60.0	70.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	44.4	55.0	65.0	75.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	20.9	65.0	70.0	75.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	23.2	63.0	68.0	73.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.7	81.0	85.0	90.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	64.5	68.0	74.0	79.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	12.5	20.0	30.0	35.0		<b>Explore - Math</b> % of students at college readiness benchmark	0.0	10.0	20.0	30.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.3	95.0	95.0	95.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	48.5	40.0	35.0	30.0

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	50.7	60.0	70.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.0	8.0	11.0	15.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	64.3	80.0	82.0	85.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	7.9	10.0	12.0	14.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.0	80.0	82.0	84.0		<b>ISAT - Science</b> % of students exceeding state standards	3.7	5.0	8.0	10.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Goal Setting Sessions during Quarter 1 posted in the hallways reflecting school and grade levels. Teachers submitted classroom goals. Students set goals in the upper grades.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Teacher team meetings are directly linked to professional learning as evidenced by agendas.</p> <p>Administrative walk throughs with checklist, emails with instructional recommendations made by the Principal, post conferences, and one to one conferences,</p> <p>Principal newsletters, parent breakfasts designed to inform parents, marque, monthly calendars, Curriculum night,</p>	

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<b>Teacher Leadership</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>-Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>ILT, PBIS, TTM led by ILT Teacher Facilitator, Committee Chairs, Attendance and Academic Incentive Team, Union Representative, CWIP team, Family liaison, Coach</p> <p>Grade Level data analysis led by teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li> </ul>	<p>Counselor case manager, Spec Ed Teacher, World Language Teacher, Primary, Intermediate, and Upper Teacher Represented, Assistant Principal, and Principal</p> <p>Targeted Instructional Area, Power Practice, Learning walks.</p> <p>ILT agenda items transfer to TTM. Feedback from TTM are brought back to ILT</p> <p>Completed ILT rubric</p>	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>School and grade level data is reviewed regularly while classroom data is reviewed when new reports are made available. Based on data, modify student groupings, possibly changing goal settings. Principal has one to one meetings to coach teachers in instructional practices.</p>	



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<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Each grade level has a quarter long scope and sequence.</p> <p>Students are exposed to grade-appropriate complexity and focused on fiction and non fiction.</p> <p>Short and long term plans include the supports necessary to ensure that students with disabilities are able to gain core content knowledge and skills evidenced by Collaboration Logs and Accomodations on Lesson Plans.</p>	
	<b>Instructional materials</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Textbooks and supplementary materials (ISAT Coach, Reading Labs, and Reading Explorers) are aligned with Illinois State Standards.</p> <p>Sidewalks is an intervention resource used to support students with disabilities.</p> <p>After-School Materials support students with disabilities.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Assessment Binder - Goals, Fall and Winter Scores for Scantron, Groupings, BOY, MOY data</p> <p>All district assessments are administered but there are gaps in the kind of assessment tools available to teachers.</p> <p>Classroom accommodations are made for students schoolwide. Modifications are used at moderate level.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Most teachers clearly communicate with students the learning objectives and create a real world connection.</p> <p>Some teachers use low level questioning techniques that promote student thinking.</p> <p>Most teachers' sequencing of lessons is primarily driven by scope and sequence in instructional materials.</p> <p>Some teachers use data to create flexible student groups.</p> <p>Formative assessment during instruction is used inconsistently between teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Intervention</b> -----&gt;</p>			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>DuBois' Rtl team has a systematic approach to administering screening assessments to identify students in need of academic intervention.</p> <p>Diagnostic assessments are used to identify particular skill gaps.</p> <p>Interventions at DuBois Elementary include small group instruction provided by teachers and Principal Johnson, push-in support provided by specialists, and one on one support provided by Rtl members.</p> <p>Interventions are monitored by teacher team and individual teacher level so that adjustments can be made.</p>	

<p><b>Whole staff professional development</b> -----&gt;</p>			<b>2</b>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Our school utilizes professional development which is aligned to school-wide priorities and growth goals. However, all staff members need to use the data and information presented through professional development activities.</p> <p>We believe that if things are monitored better and more consistently then teachers would be more accountable.</p> <p>We are moving towards an ongoing, year-long focused plan instead of addressing the focus of PDs as issues arise.</p>

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>We are lacking in some of the areas listed in what is considered an effective school. Since we are such a small school, it is difficult to find time to collaborate on a consistent basis.</p> <p>Collaboration is occurring; however, not as frequently and consistently throughout the building.</p> <p>Our ILT is now established and teacher teams are meeting on a regular basis, so we are moving towards a 3.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Coaching takes place for the majority of teachers through both formal and informal associations.</p> <p>New teachers are provided with inconsistent induction support.</p> <p>Teachers needs are taken into considration when planning professional development.</p> <p>Teachers receive quality feedback that supports their individual growth via emails and post conferences.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>There doesn't seem to be a consistent, clear set of school expectations that all staff members enforce. Therefore, certain behaviors that are allowed in one classroom may not be allowed in other, which confuses our students.</p> <p>Our case manager seems to address this expectation the most; however, that's not until students are in the 8th grade and selecting high schools.</p> <p>Not all students have the opportunity to lead.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>The majority of our students form bonds with adult advocates.</p> <p>Patterns of interaction between adults and students and among students are inconsistent.</p> <p>Students with disabilities participate in all extra curricular activities (basketball, football, cheerleading, and choir).</p> <p>Students' classroom experiences demonstrate value of home language and culture (i.e. Parents explaining how to prepare guacomole, sharing experiences of Cinco de Mayo, etc).</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	

## 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
<ul style="list-style-type: none"> <li>• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>• School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Administration is consistent and fair when it comes to discipline. However, discipline, interventions, acceptable behaviors, and positive reinforcements are inconsistent throughout the building.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Principal provides information to families on school performance via newsletters.</p> <p>Some teachers provide detailed information to families on their grading system and what students need to do so they can successfully meet the standards. These teachers also provide samples of assignments and assessments.</p> <p>Information regarding the transition process is provided upon request.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Most teachers and ESPs engage in ongoing, two way communication with families so that they know how their child is doing in school. These staff members share their personal cell phone numbers so that the parents can contact them in the evening if they need support while helping their child with his/her homework. They also have an open door policy so parents feel comfortable meeting with them before and/or after school.</p>	
<b>Bonding</b> ----->			<b>2</b>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIME</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>The school has established a non-threatening, welcoming environment. The vast majority of parents understand that they are valued.</p> <p>The school provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community -- like student led assemblies, gym show, science fair, art fair, literacy night, etc</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b>			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	School staff conducts outreach to families in need of specialized support through collaboration with social services agencies.	
	<b>College &amp; Career Exploration and election</b>			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	There is an inconsistent school wide effort and it is not ongoing.	
<b>Academic Planning</b>			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	This is not school wide and the school is lacking a rigorous academic program. However, the school counselor provides support for the 8th graders.		
<b>Enrichment &amp; Extracurricular Engagement</b>			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	The school provides afterschool programs, enrichment opportunities (algebra), sports and cheerleading programs, and Girl/Boy Scouts in order to ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	The EXPLORE assessment is given to 8th graders.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>N/A</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	N/A	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	The information is provided and readily available, however, parental involvement is lacking.	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>School allocates discretionary spending to align with identified needs and strategic priorities.</p> <p>Outside funding is limited.</p>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Due to budget constraints, hiring is conducted after a vacancy is identified.</p> <p>Most applicants have little to no prior connection to the school.</p> <p>Candidates engage in a multistep interview process that includes questioning and classroom lesson demonstrations.</p>	
	<b>Use of Time</b> ----->			<b>3</b>

## 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
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is designed based on number of minutes pers subject.</p> <p>Teachers engage in bi-weekly meaningful team meetings. After their TTM they submit the agenda, minutes, and sign - in sheet. Teachers also complete weekly collaboration logs.</p> <p>Rtl teams provides intervention for struggling students consistently.</p>	



## 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

DuBois students will achieve city and state goals and the objectives of the Common Core State Standards with improved instruction and through increased technology, professional development and parental and community involvement with the support and enrichment of external partners, the world languages, and the arts.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement the Common Core State Standards in ELA.	We have a need to implement a rigorous literacy curriculum as we have below 60% meeting current state standards in literacy for all grades.
2	The Instructional Leadership team will effectively guide the academic focus of our school.	We are at a developing stage scoring below 2.0 in leading the charge to improving instruction and student achievement.
3	Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.	By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Implement the Common Core State Standards in ELA.	We have a need to implement a rigorous literacy curriculum as we have below 60% meeting current state standards in literacy for all grades.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the percentage of students meeting or exceeding state standards to 35% by the end of 2014	Instruction	All	Teachers	Quarter 1	Year 2		
Implement effective Guided Reading instruction in 100% of the classrooms	Instruction	All	Teachers	Quarter 1	On-going		
All teachers receive training in Guided Reading instruction using Fountas and Pinnell	Professional Development	All	ILT	Summer 2012	On-going		
Implement a uniformed Balanced Literacy schedule schoolwide	Instructional Materials	All	Teachers/ Principal	Quarter 1	On-going		
Purchase leveled readers for differentiated instruction	Instructional Materials	All	Principal	Summer 2012	On-going		
Select and purchase CCSS exemplars in Appendix B	Instructional Materials	All	Principal	Summer 2012	On-going		
Purchase informational text for instruction and libraries	Instructional Materials	All	Principal	Summer 2012	On-going		
Purchase stationary computers and laptops for all classrooms	Equipment/Technology	All	Principal	Summer 2012	On-going		
Purchase instructional tools (i.e., LCD projectors, document cameras, student response systems, whiteboard technology, software, etc.	Equipment/Technology	All	Principal	Summer 2012	On-going		
Purchase classroom materials (i.e., center materials, dry erase markers and boards, etc)	Supplies	All	Principal	Summer 2012	On-going		

Continuous Improvement Work Plan

William E B Dubois Elementary School



**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
The Instructional Leadership team will effectively guide the academic focus of our school.	We are at a developing stage scoring below 2.0 in leading the charge to improving instruction and student achievement.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers and students can relate to and articulate the TIA; the school environment reflects the TIA. Classroom implementation of powerful practices is at a rigorous level.	ILT/Teacher Teams	All	ILT	Summer 2012	On-going		
The school aligns its resources (time, people, and money) to focus on its TIA.	ILT	All	ILT	Summer 2012	On-going		
The ILT is leading the school in at least 4 cycles per year, implementing all components of the Cycles of Professional Learning around one or two Powerful Practices. Cycle calendar fully developed and outlines ILT and teacher team activities on a weekly basis.	ILT	All	ILT	Summer 2012	On-going		
Staff understands success criteria for selected powerful practice as a result of ILT-planned training/modeling.	ILT/Teacher Teams	All	ILT	Summer 2012	Quarter 1		
The ILT observes classrooms focused on the use of the powerful practice, following a period of safe practice. The ILT identifies additional training and supports.	ILT	All	ILT	Quarter 1	On-going		
All teachers observe each other at least once per cycle and learn from each other.	Teacher Teams	All	ILT	Quarter 1	On-going		
ILT members provide timely and relevant feedback that reinforces teachers' positive actions and suggests specific improvements.	ILT	All	ILT	Quarter 1	On-going		



**Strategic Priority 2**


### Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide reading and mathematics intervention to students flagged on beginning of year screeners and monitor progress.	By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will use state assessment results, BOY district assessment results, feedback from observations, and parent referrals to identify students for interventions	Other	Other Student Group	Teachers	Quarter 1	On-going		
District wide assessments and Brigance diagnostic assessments	Other	Other Student Group	Teachers	Quarter 1	On-going		
Supplement interventions including small group instruction, push in support, one on one support, in addition to support outside the classroom	Instruction	Other Student Group	Teachers	Quarter 1	On-going		
Closely monitor interventions at the ILT, teacher team, and individual teacher levels so that adjustments can be made at least every six weeks	Instruction	Other Student Group	ILT/Teacher Teams	Quarter 1	On-going		



**Strategic Priority 3**

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**Continuous Improvement Work Plan**

William E B Dubois Elementary School

### 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.

Table with 2 columns: Strategic Priority Description and Rationale. Both cells are currently empty and highlighted in yellow.

Action Plan Monitoring

Main table with 8 columns: Milestones, Category, Target Group, Responsible Party, Start, Completed, Status, Comments & Next Steps. The table contains multiple empty rows for data entry.