



2012-2014 Continuous Improvement Work Plan

Charles H Wacker Elementary School

Rock Island Elementary Network
9746 S Morgan St Chicago, IL 60643
ISBE ID: 150162990252497
School ID: 610366
Oracle ID: 26621



Mission Statement

Our mission at Charles H. Wacker is to provide a high quality neighborhood school that involves staff, students, parents and community members in the process of academic growth and character development of all students. This will be accomplished by fostering and modeling skills that promote college/career readiness and productive citizenship, expanding instructional capacity through professional development based upon staff needs, and maintaining active parental/community support.

Vision

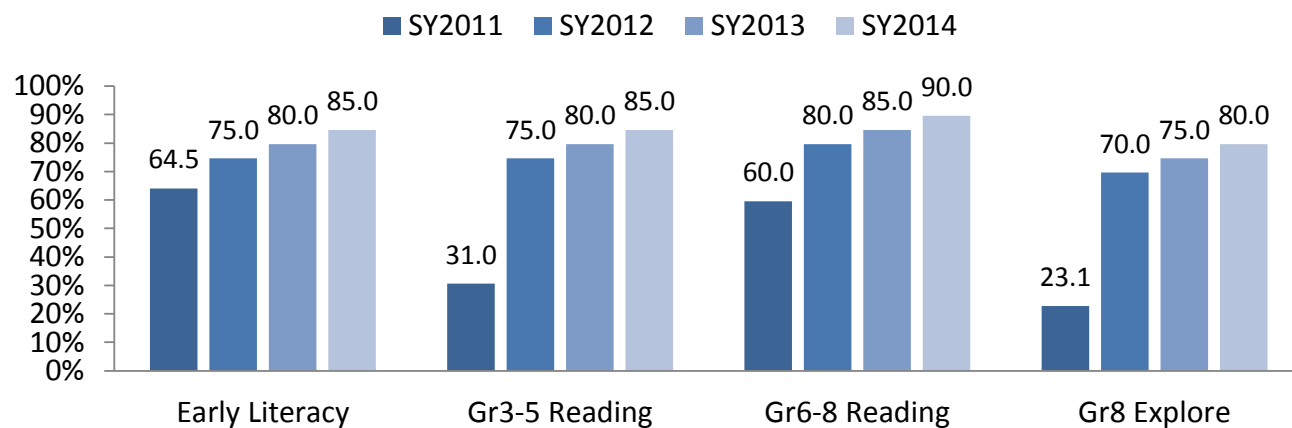
The vision of Charles H. Wacker Elementary School is to sustain a community of learners that continues to enhance their academic and personal development to grow and

Strategic Priorities

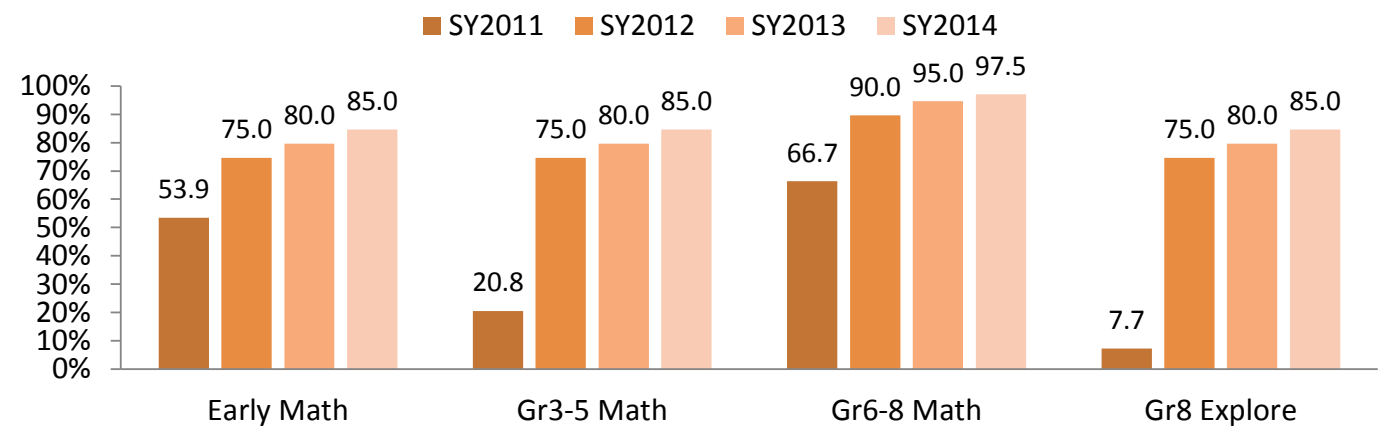
1. All classrooms will receive literacy instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies
2. All classrooms will receive effective math instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies
3. Special Education instruction that provides learning opportunities in which students receiving specialized services can perform at their highest capacity
4. Provide Social and Emotional Learning skills so that students can develop self-awareness and self-management skills, utilize social awareness and interpersonal skills, and demonstrate positive decision-making skills in the school and community settings.

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:	Charles H Wacker 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
Daniel Perry	Principal
Jocelyn Gaston	Assistant Principal
LaTanya Jones	Classroom Teacher
Tonisia Smith	Special Education Faculty
Soreida Fenner	Special Education Faculty
Rhonda Davis	Classroom Teacher
Helen Taylor	Counselor/Case Manager



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	64.5	75.0	80.0	85.0		Early Math % of students at Benchmark on mClass	53.9	75.0	80.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.0	75.0	80.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	20.8	75.0	80.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	34.8	75.0	80.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	40.6	75.0	80.0	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	60.0	80.0	85.0	90.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	66.7	90.0	95.0	97.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.2	80.0	85.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	85.7	90.0	95.0	97.5
8th Grade										
Explore - Reading % of students at college readiness benchmark	23.1	70.0	75.0	80.0		Explore - Math % of students at college readiness benchmark	7.7	75.0	80.0	85.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.4	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	11.5	10.0	9.0	8.0

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	74.2	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	15.9	25.0	30.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.1	85.0	90.0	95.0		ISAT - Mathematics % of students exceeding state standards	17.4	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	75.9	80.0	82.5	85.0		ISAT - Science % of students exceeding state standards	0.0	10.0	15.0	20.0

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. 	The school has established, measurable goals for student achievement and theory of action which details the school's priorities and key levers that will produce results of the plan.	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<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. 	Principal monitors instructional practice as evidence of teacher evaluations. Principal provides information on school events and instructional progress to families in a weekly newsletter.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Growing opportunities for leadership are available within the school. Based upon current committees, there still needs to be the development of teacher leaders in the school setting.</p>	

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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 	<p>The ILT is represented by teachers in all grade level bands and includes the special education teachers, counselor, and school administration.</p>	2
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. 	<p>Data is readily available for all teachers and discussed during grade level meetings. School needs to develop a systematic approach to ensure that data is reflected in theory of action on a consistent basis.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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>Curriculum has been primarily teacher developed, with minimal group planning and collaboration. Common Core teacher leaders have been chosen to help with the facilitation of curriculum planning in the upcoming year.</p>	
	Instructional materials ----->			2
	<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>Most classrooms have a single textbook aligned to the standards. Some teachers show proficiency in gathering resources beyond the subject textbook.</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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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>The ILT does analyze district formative assessments. However, classroom assessments needs to be analyzed on a more consistent basis.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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 communicate with students the standards based learning objectives and us low and high level questioning. Teachers scaffold instruction and use formative assessments to monitor student progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	School uses epath to identify students in need of academic intervention. ILT meets and reveiws data.	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	There is regular staff development via staff meetings, teacher team meetings, and professional development days. Protocol needs to be in place to ensure that professional development is based on school-wide priorities, growth goals, and teacher needs as identified by classroom observations. Additionally, immediate feedback needs to be provided to the PD provider to monitor the effectiveness of each professional development session.	

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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>Based upon the current scheduling structure, only two grade levels are able to meet at one time. There is a need to have a common planning time to include grade level cycles (K-3, 4-8) along with the specialized services teachers to ensure collaboration occurs on a weekly basis so that protocols of data analysis, curriculum planning, and goal setting will be a routine process.</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>Based upon the current schedule, coaching is provided on as needed basis. Since the school does not have instructional coaches, this has been primarily provided through the school administration or Rock Island instructional support leaders.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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 	Expectations are reinforced in most classes based upon classroom observations. However based upon staff data and discipline referral, there is a need for Social and Emotional Learning standards to be explicitly taught on a routine basis.	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	There is a need for a Social Emotional Learning committee, which consist of the counselor, specialized service teachers, and classroom teachers, to ensure that all students have an advocate who cares about them and know personal factors to assist them in achieving their goals.	
Behavior & Safety ----->			2	
	<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. 	There is a need for a Social Emotional Learning committee, which consist of the counselor, specialized service teachers, and classroom teachers, to ensure that all students have an advocate who cares about them and know personal factors to assist them in	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	The school administration provides information via parent meetings (Back To School Night, grade level meetings) to review and discuss school performance data. Parents in transitional grades are given the CPS Promotion Policy, which is discussed specifically at 3rd, 6th, and 8th grade parent meeting. High school fairs are conducted for our junior high annually, in which students and parents have the opportunity to hear and ask question from high school representatives. Additionally, students have the opportunity to participate in "Shadow Days" in which they visit local high schools to gain insight on the experience at that respective school.	
	Ongoing communication ----->			2
	<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. 	In most classes, teachers have ongoing two way communication with parents. This is documented in a parent communication log.	
Bonding ----->			2	
	<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. 	The school provides opportunities to become involved in the school process with parent dialogues, meetings, and workshops to focus on student achievement. The school administration has an "open door" policy to address any school concerns.	

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	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. 	The specialized services team provides the resources as indicated per students' IEP or 504 plans. When additional services are required, the counselor provides assistance with external agencies.	
	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. 	Students in grades 6th-8th participate in the " Destination College" offered through the Black Star Project in which they have the opportunity to dialogue with college graduates about the post secondary academics, financial aid information, and the social/extracurricular experience.	
Academic Planning ----->			2	
<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. 	School is providing high school algebra for students identified in grades 7 and 8.		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	Enrichment activities are provided in math and science based upon student needs. Additionally, a literacy program was created for students in primary literacy who were identified based upon DIBELS data.		

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>Students in grade 8 participate in the Explore assessment. Opportunities for in career interests surveys and practice exams should be readily available for students in the grade 6-8 to participate in practice exams.</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>The school discusses the EXPLORE exam with 6th, 7th and 8th grade student and families.</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>The school hosts parent meetings at each benchmark grade level to ensure effective transition to the next grade level.</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 ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discetionary spending is aligned to promote school priorities in reading, math, and science.	
	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. 	School personnel is based upon vacancy, student need in specialized services, or additional allocation of resources. The hiring process includes an interview, and demonstration of knowledge or skills in the classroom.	
Use of Time ----->			2	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Currently, the school maintains minutes based upon the recommend amounts on the time distribution sheet. With the full school day schedule, time is allocated for structured intervention and acceleration in the school schedule. A flexible school schedule is allowing an additional portion of time to provide structured intervention and acceleration.	

Mission & Strategic Priorities

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

Mission Statement

Our mission at Charles H. Wacker is to provide a high quality neighborhood school that involves staff, students, parents and community members in the process of academic growth and character development of all students. This will be accomplished by fostering and modeling skills that promote college/career readiness and productive citizenship, expanding instructional capacity through professional development based upon staff needs, and maintaining active parental/community support.

Vision
Charles H. Wacker Elementary School is to sustain a community of learners that continues to enhance their academic and personal development to grow and adapt in a changing society. The vision of

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	All classrooms will receive literacy instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies	There are about 65% of Wacker students (grades K-2) at benchmark status based upon DIBELS testing. Additionally, 31% of students in grades 3-5 and 60% of students in grades 6-8 are at or above grade level in reading based upon Scantron data. This presents opportunities to increase teacher capacity in the instruction of reading. Also, students need resources for intervention and acceleration. As we adopt the new Common Core standards, teachers will have to develop curriculum plans, unit plans, and utilize resources to foster college/career readiness literacy skills in all students.
2	All classrooms will receive effective math instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies	Based upon mClass math data, about 54% of students in grades K-2 are at benchmark status. Additionally 20.8% of students in grades 3-5 and 66.7% of students are at or above grade level in math based upon Scantron data. This yields for teachers to increase their capacity in instructing students in math skills and developing acceleration and intervention opportunities for all students. With the adoption of the Common Core standards, teachers will have to develop curriculum plans, unit plans, and utilize resources to promote college/career readiness math skills for all students.

3	Special Education instruction that provides learning opportunities in which students receiving specialized services can perform at their highest capacity	Summative and formative assessment data indicates that there is an achievement gap (45 percent difference) between students receiving specialized services and students that do not. The school needs to provide a tiered and systematic approach to ensure that students receive targeted assistance based upon student data. Individual Education Plans must be written to show that students have realistic, attainable goals that provide instructional rigor and show academic progress. School will provide instruction in the least restrictive environment to ensure that is maximum inclusion of students receiving specialized services. Special education teacher and non-special education teacher must collaborate to ensure that students are performing to their maximum capacity.
4	Provide Social and Emotional Learning skills so that students can develop self-awareness and self-management skills, utilize social awareness and interpersonal skills, and demonstrate positive decision-making skills in the school and community settings.	Student data, staff surveys, and observations provide a need for social and emotional learning to be a priority at Wacker. The priority supports learning in that it sets the atmosphere as reflected in CPS Framework for Teaching. Moreover, with the usage of Common Core standards, social and emotional learning skills will be embedded in literacy and math standards.
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
All classrooms will receive literacy instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies	There are about 65% of Wacker students (grades K-2) at benchmark status based upon DIBELS testing. Additionally, 31% of students in grades 3-5 and 60% of students in grades 6-8 are at or above grade level in reading based upon Scantron data. This presents opportunities to increase teacher capacity in the instruction of reading. Also, students need resources for intervention and acceleration. As we adopt the new Common

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts and fictional stretch level texts by August 2012	Instructional Materials	All	School administration	Summer 2012	Summer 2012		
All teachers will develop one 10 week unit plan based upon CCSS each quarter in literacy	After School/ Extended Day	Not Applicable	Classroom teachers	Summer 2012	On-going		
Instructional Leadership team will develop a schedule for literacy intervention/acceleration for all K-8 classrooms by September 1, 2012	Instruction	All	Instructional Leadership Team	Summer 2012	Quarter 1		
Each quarter, teacher teams will analyze NWEA, DIBELS, and quarterly performance assessments to ensure mastery of standards	ILT/ Teacher Teams	All	Teacher teams	Quarter 1	On-going		
During Summer 2012, common Core Teacher Leaders will attend CPS professional develop sessions to assist teachers with CCSS implementation	Instruction	Not Applicable	Common Core Teacher Leaders	Summer 2012	Summer 2012		
Conduct teacher observations in all K-8 classrooms during at least one instructional activity each week that reflects CCSS literacy practices	Instruction	Not Applicable	School administration	Quarter 1	On-going		
ILT will create a professional development plan that incorporates workshops and coaching focused on implementing Common Core Literacy standards by August 1, 2012	ILT/ Teacher Teams		Instructional Leadership Team	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
All classrooms will receive effective math instruction based upon Common Core standards, including opportunities for differentiation through acceleration and intervention strategies	Based upon mClass math data, about 54% of students in grades K-2 are at benchmark status. Additionally 20.8% of students in grades 3-5 and 66.7% of students are at or above grade level in math based upon Scantron data. This yields for teachers to increase their capacity in instructing students in math skills and developing acceleration and intervention opportunities for all students. With the adoption of the Common Core standards,

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Common Core Teacher Leader will attend CPS professional develop to understand CPS Math Content Framework	Professional Development		Common Core Teacher Leader	Summer 2012	Summer 2012		
ILT will lead teachers in a common understanding of the teacher actions, student actions, open-ended questions and activities for each of the mathematical practices	ILT/ Teacher Teams		ILT	Summer 2012	Quarter 1		
Each quarter, teacher teams/ILT will review and analyze mClass math data quarterly to ensure students are meeting schoolwide benchmark goals	ILT/ Teacher Teams		ILT/Teacher Teams	Quarter 1	On-going		
Teachers in grades K-2 will develop and implement a common core unit plan by March 1, 2013	Instruction		Classroom Teachers	Quarter 2	Quarter 3		
Teacher in grades 6-8 will implement the CPS Mathematics Content Framework 1.0 by March 1, 2013	Instruction		Classroom Teachers	Quarter 2	Quarter 3		
Each quarter, teacher teams will analyze NWEA and quarterly performance assessments to ensure mastery of standards	ILT/ Teacher Teams	All	Teacher teams	Quarter 1	On-going		
In each classroom, conduct an audit of math resources and invest in additional resources that align to Common Cores Standards by August 1, 2012	Instructional Materials		School administration	Summer 2012	Summer 2012		
Conduct teacher observations in all K-8 classrooms during at least one instructional activity each week that reflects CCSS mathematical practices	Instruction		School administration	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
Special Education instruction that provides learning opportunities in which students receiving specialized services can perform at their highest capacity	Summative and formative assessment data indicates that there is an achievement gap (45 percent difference) between students receiving specialized services and students that do not. The school needs to provide a tiered and systematic approach to ensure that students receive targeted assistance based upon student data. Individual Education Plans must be written to show that students have realistic, attainable goals that provide

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By September 1, 2012, ILT members will analyze data (ISAT and EOY Scantron, DIBELS, mClass math) to compare students receiving specialize services with those who do not, then develop an action plan	ILT/ Teacher Teams		ILT	Summer 2012	Quarter 1		
Specialized services team will develop a professional development plan that incorporates best practices of coteaching and effective collaboration in classes with students receiving specialized services by September 1, 2012	Professional Development		Case Manager	Summer 2012	Quarter 1		
Case Manager will perform a monthly review of all IEPs to ensure they provide realistic goals and monitor academic progress	Other		Case Manager	Quarter 1	On-going		
All teachers will maintain a data binder for all students in tier 2 and tier 3 to detail intervention strategies for 10 week progress monitoring	Instruction		Classroom teachers	Quarter 1	On-going		
Each quarter, ILT members will analyze data (NWEA, DIBELS, mClass math), performance assessments, and classroom assessments to compare students receiving specialize services with those who do not, then develop an action plan	ILT/ Teacher Teams		ILT	Quarter 1	Quarter 4		



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 Social and Emotional Learning skills so that students can develop self-awareness and self-management skills, utilize social awareness and interpersonal skills, and demonstrate positive decision-making skills in the school and community settings.	Student data, staff surveys, and observations provide a need for social and emotional learning to be a priority at Wacker. The priority supports learning in that it sets the atmosphere as reflected in CPS Framework for Teaching. Moreover, with the usage of Common Core standards, social and emotional learning skills will be embedded in literacy and math standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School Counselor will complete training and summer planning for SEL	Professional Development	Not Applicable	School Counselor	Summer 2012	Summer 2012		
SEL committee will select a curriculum to support explicit instruction of SEL standards	Instructional Materials	All	SEL committee	Summer 2012	Summer 2012		
SEL committee will develop a schedule of explicitly teaching social/emotional learning for all grade levels	Instruction		SEL committee	Summer 2012	Quarter 1		
SEL committee will create a professional development plan that incorporates workshops and coaching focused on implementing SEL standards by August 1, 2012	Instruction	All	Classroom Teachers	Summer 2012	Summer 2012		
All teachers will complete middle of year survey to review and evaluate the SEL program	Instruction		Classroom Teachers	Quarter 2	Quarter 2		
SEL committee will analyze results of teacher mid-year survey and develop action plan for the remainder of the year	ILT/ Teacher Teams		SEL committee	Quarter 2	Quarter 3		
All teachers will complete end of year survey to review and evaluate the SEL program	Instruction		Classroom Teachers	Quarter 4	Quarter 4		
Conduct teacher observations in all K-8 classrooms during at least one instructional activity each week that reflects SEL standards	Instruction		School Administration	Quarter 1	Quarter 4		
All teachers will complete end of year survey to review and evaluate the SEL program	Instruction		Classroom Teachers	Quarter 4	Quarter 4		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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