CIWP

2012-2014 Continuous Improvement Work Plan

Velma F Thomas Early Childhood Center

Pershing Elementary Network

3625 S Hoyne Ave Chicago, IL 60609

ISBE ID: 150162990253787

School ID: 610504

Oracle ID: 26891

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide an education that honors the unique image of each child and strives to appreciate and nurture a diverse community of learners. We foster authentic relationships through communication and collaboration with children, families, staff and members of the community. Within these partnerships, we strive to prepare inquisitive, self-motivated, lifelong learners. Vision - The Velma Thomas Center believes that young children are engaged, active learners who construct their knowledge. Teachers are researchers who collaborate with colleagues to develop a cohesive environment. We believe that authentic relationships are the foundation of , and the prerequistie for all learning, develpment and change. We believe in the importance of engaging parents and empowering them to be advocates for their children.
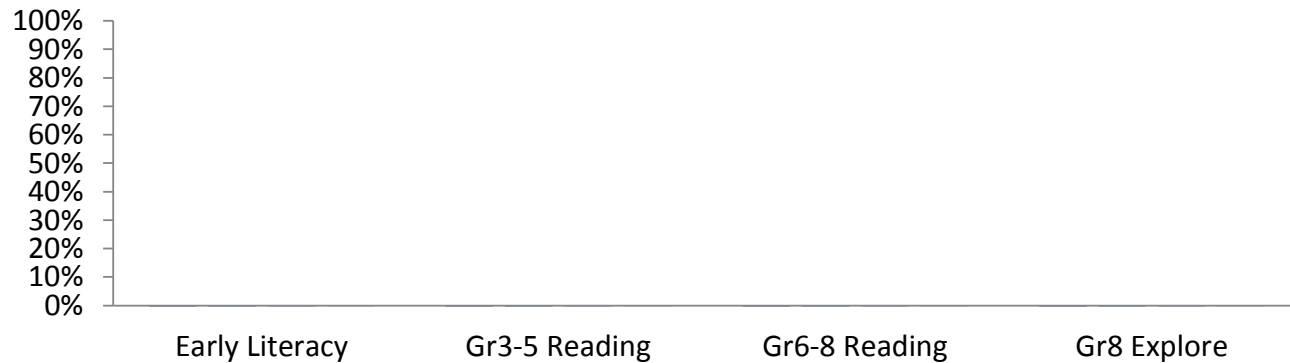
Strategic Priorities

1. Develop Kindergarten Readines which includes cognitive and social-emotional development of the child.

2. Through Professional Development for academic achievement: increase understanding of Reggio Emilia Approach and embed Math, Literacy and Science within long term studies, in groupings articulated for ELL's and children with IEP's.; have inservices on Common Core adaptation to pre-school; increase peer-to-peer

3. Maintain and enhance Home-School Connections; maintain and expand outreach to receiving schools.
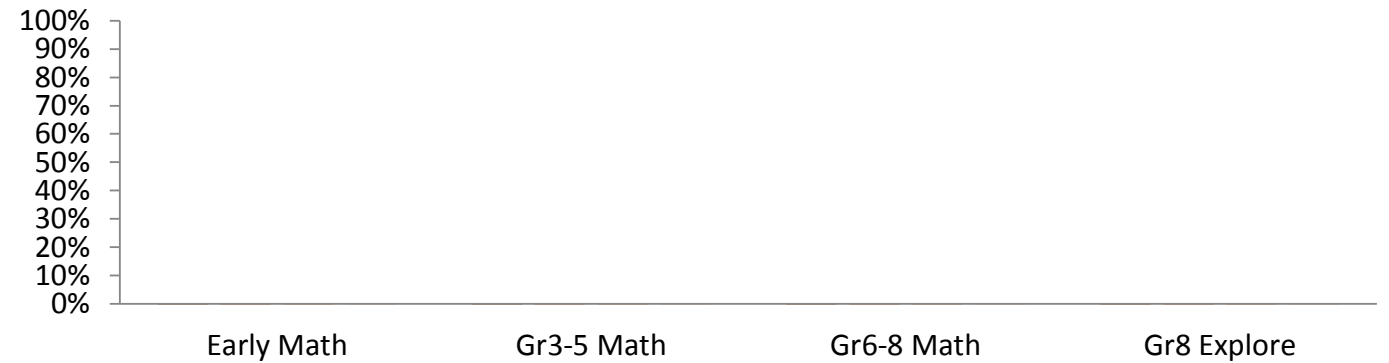
School Performance Goals

Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

Early Literacy | Gr3-5 Reading | Gr6-8 Reading | Gr8 Explore

Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

Early Math | Gr3-5 Math | Gr6-8 Math | Gr8 Explore

Continuous Improvement Work Plan
2012 - 2014

CIWP

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Velma F Thomas Early Childhood Center

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Elizabeth Najera	Principal
Peter Brown	Lead/ Resource Teacher
Susan Ekeler	LSC Member
Jessica Spangler	Classroom Teacher
Sue Carroll	Special Education Faculty
Eric Herro	Special Education Faculty
Nancy Arredondo	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	NDA	NDA	NDA		**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA

8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA		**Explore - Math** % of students at college readiness benchmark	NDA	NDA	NDA	NDA

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	NDA	NDA	NDA	NDA		**Misconducts** Rate of Misconducts (any) per 100	0.0	NDA	NDA	NDA

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	NDA	NDA	NDA	NDA		**ISAT - Reading** % of students exceeding state standards	NDA	NDA	NDA	NDA
ISAT - Mathematics % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA		**ISAT - Mathematics** % of students exceeding state standards	NDA	NDA	NDA	NDA
ISAT - Science % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA		**ISAT - Science** % of students exceeding state standards	NDA	NDA	NDA	NDA

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school uses *Teaching Strategies Gold* (a formative assessment) to assesses development in language, math, physical, social-emotional, and cognitive realms. We anticipate having access to cumulative data across all classrooms, at specified intervals, and within groupings based on age and language background for the first time this year. The goals for achievement are set within the developmental milestones embeded in the assessment, and teachers make curricular decisions based on each child's movement within the continuum.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal meets with teachers to establish goals. The school utilizes the Reggio-Emilia Approach, which is a rigorous program. In addition, the Whole Language Approach, with an emphasis on dictation is implemented. Children are nurtured to develop a strong sense of identity through long term studies focused on family and culture. Families participate in "Options for Knowledge" workshops and individual mentoring as kindergarten programs are selected. Families participate in "Shadow Day" at Greene School to transition to the next level. These programs anticipate the family involvement to come as children proceed to high school and to college.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		3
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers and Teacher Assistants are all invested in the leadership areas noted. This occurs both formally and informally, through committees and in planning curriculum, where all teaching staff are encouraged and expected to participate. All teachers are encouraged and supported in attending PD suited to their interests and needs, and subsequently share a wide range of ideas and experiences with others. It is common for teaching staff to initiate opportunities, and to arrange for PD both within and outside the school and its calendar year. Teachers regularly mentor student teachers from respected colleges and universities that nurture emergent curriculum.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT includes teachers from special ed., gen ed., and bilingual programs. They developed Theory of Action plan.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	This has been an area that has been addressed in a limited way. The data gathering for the pre-k level is minimal.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Creative Curriculum includes a scope and sequence that is aligned to early childhood and Head Start Standards. With the focus on Emergent curriculum, teachers primarily utilize the scope and sequence for Backward Design. All plans include supports for Sp. Ed. (that rated very high in recent audit) and for ELL's , where the school differentiates literacy groups and is next focusing on other formal and informal parts of the instructional day to meet the 75%-25% goal for learning in the home language.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	The school maintains an extensive selection of high quality literature with a recent focus on improving bilingual and non-fiction materials. The school utilizes *transformational materials* that are utilized by students to communicate in tandem with language to make their theories and learning visible.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Data that is available is both formative (TS GOLD) and summative.TS Gold data is available to each teacher for her own class. Schoolwide data is available for the first time this year. Summative assessment methods and tasks are disparate, and comprehensive. There is a concern with lack of fidelity with next levels (ISEL/IDEL, Fontas and Pinell, DIBELS). There is a need for a new formative assessment for ELL's.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	There is a need to build capacity in helping more children take ownership of their learning. Classrooms use HOTS. All classrooms engaged in Action Research study. Teachers have utilized adaptive materials for action research.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	There is monthly RTI meetings to discuss and plan for intervention. ESI-R is utilized for assessments at start of year and children are rescreened as indicated. Children are subsequently assessed three times yearly with CC Gold. Attendance is monitored. Special Ed. uses DTKR for screening. For social-emotional concerns, families are offered counseling services with Barr-Harris Center on site. Firmer strategies are needed for ongoing monitoring and identifying children earlier.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The entire school educational staff participates in year long PD focusing on the Reggio Emilia Approach. Each participant completes an individual plan embeded with personal and group goals for the year. Teachers complete ongoing evaluations of the sessions. Weekly grade level meetings serve as ongoing professional development and mentoring opportunities.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Weekly grade level meetings have protocols and processes that focus on collaboration within teams and across classrooms. Consultants in emergent curriculum consult with teachers and support their teaching in the classroom and in their documentation of the children's learning. Bilingual specialist, Case Manager,and Lead teacher support teaching teams within classrooms in areas of second language learning, modifications, and emergent curriculum and literacy.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching is done on an *as needed* basis. Administrative Team meets on monthly basis to develop new strategies and techniques for coaching teachers. Coaches meet on informal basis to discuss needs of teachers. Case Manager meets on monthly basis with special education teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The school is engaging parents in depth as members of the children's education, in terms of current learning opportunities in the home (nightly reading) and in school (as classroom educational assistants). Parents are assisted in researching schools and in applying, the process that they will replicate on their journey to higher education.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Children and families are fully respected in language and cultural communication. Interactions between adults and children are direct and positive without the use of punitive measures. Consultant from Barr-Harris is utilized to focus on psycho-social meanings and responses to childrens behavior. The focus is on utilizing children's behavioral actions to learn from rather than simply stopping them. All children have teachers who are deeply and integrally involved with and supportive of their children.	
	Behavior& Safety	-->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The approach is focused on positive behavior, and is aimed at developing childrens internal controls, instead of external consequences.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations* -->			3
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Evidence of childrens, learning and performance is shared at each LSC meeting. Options for Knowledge meetings help place children in Kindergarten programs. Teachers visit Kindergarten programs and meet with teachers and case managers to support transition for children and families.	
	Ongoing communication -->			4
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Parents are welcome and encouraged to participate in the life of the school on a daily basis. Parent orientation is two days split between classroom and workshops. Participatory educational workshops are given on a monthly basis. Arts workshops for parents	
	Bonding -->			3
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Parents are welcome and encouraged to participate in the life of the school on a daily basis. Parent orientation is two days split between classroom and workshops. Participatory educational workshops are given on a monthly basis. Art workshops for parents to enhance design of the schools' environment give parents time for informal gathering and apprenticing with local artists. Festivals and picnics that highlight children's writing and theater productions, and involve parents in the style of learning that engages the children in school are held three times per year.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Home-visits and special conferences within the school, support parents in numerous situations. Barr-Harris provides a child and family therapist for in-school support. The school connects families to shelters and to agencies offering further support.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Options for Knowledge.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The emergent curriculum which emphasizes theorizing, higher order thinking and communication and collaboration of ideas, emphasizes the educational attributes that prepare children for higher level college and career aspirations	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	"Cuentos Aqui" program with the Chicago Public Library provides family-centered literacy outreach. Visiting artists and musicians from the Latin-american community both locally and nationally are regularly engaged with the children.	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Children are given the opportunity to visit the "Big School".	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Options for Knowledge.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Staff, Parents and Children engage in Kindergarten transition activities including shadow day throughout the year.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Grants such as Healthy schools and Open Lands have been written. A grant from the stimulus funds helped develop our Action Research. Discretionary spending focused on supporting the curriculum with materials books and consultants aligned with the appproach. Connections are made with local schoolds of higher education that support the Reggio Approach for PD opportunities.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Teachers are selected based on background with the Approach alongside the needs of the children. Student teachers taught in the Reggio Approach, who participate in placements in the school are given strong consideration. Consultants with strong connections to avenues of learning for young children (movement, music,early math and literacy, toddler)are regularly engaged. Special Ed, bilingual, and lead teacher join in administrative planning sessions.	
	Use of Time	-->		**3**

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
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The schedule is based on Head Start protocol, which is based on early childhood developmental needs. RTI is implemented to plan for interventions.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Our **mission** is to provide an education that honors the unique image of each child and strives to appreciate and nurture a diverse community of learners. We foster authentic relationships through communication and collaboration with children, families, staff and members of the community. Within these partnerships, we strive to prepare inquisitive, self-motivated, lifelong learners. **Vision -** The Velma Thomas Center believes that young children are engaged, active learners who construct their knowledge. Teachers are researchers who collaborate with colleagues to develop a cohesive environment. We believe that authentic relationships are the foundation of , and the prerequistie for all learning, develpment and change. We believe in the importance of engaging parents and empowering them to be advocates for their children.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Develop **Kindergarten Readines** which includes cognitive and social-emotional development of the child.	Research has demonstrated, by following children's interests in learning while addressing the social/emotional needs of children, they will have greater motivation to continue their studies. *"A Bridge to Build",* Catalyst, summer 2011.
2	Through **Professional Development** for academic achievement: increase understanding of Reggio Emilia Approach and embed Math, Literacy and Science within long term studies, in groupings articulated for ELL's and children with IEP's.; have inservices on Common Core adaptation to pre-school; increase peer-to-peer learning and classroom visitation between teaching staff. Refine RTI utilizing progress benchmarks in Teaching Strategies GOLD.	Research has shown that the more empowered and greater ownership staff have in their own learning as well as children and family learning, the greater the capacity of the school. Children of this age, are capable of much more than we previously thought; consequently the role of the teacher has changed as well; to challenge and provoke their thinking. "Make most of early learning, target cash to kindergarten", Catalyst, Summer 2011.
3	Maintain and enhance **Home-School Connections;** maintain and expand **outreach** to receiving schools.	Fifty percent (50%) of our kindergarten-bound students go to the neighborhood school. Those parents and children who visit the school and become familiar with the instruction and learning, are more ready to apply their skills. Staff collaboration between pre k and kindergarten will lead to better alignment within the transition. *National Educational Goals Panel* report*.*
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
Develop Kindergarten Readines which includes cognitive and social-emotional development of the child.	Research has demonstrated, by following children's interests in learning while addressing the social/emotional needs of children, they will have greater motivation to continue their studies. "A Bridge to Build", Catalyst, summer 2011.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Classroom staff poses critical questioning in studies which leads to Hogher Order Thinking (HOTS) in Literacy, Math, Science and the Arts.	Instruction	All	Classroom staff	Quarter 1	Quarter 4		
Staff develops a sense of Intentionality with the schedule and lesson plans and within classrooms.	Instruction	All	Staff	Quarter 1	Quarter 4		
Staff builds confidence, sustains motivations in opportune moments.	ILT/ Teacher Teams	All	Sue Carroll	Quarter 1	Quarter 4		
Staff create a therapeutic milieu to enhance social/emotional development at certain times of day.	Instruction	All	ILT	Quarter 1	Quarter 4		
Staff will gain a better understanding of RTI.	ILT/ Teacher Teams	All	Sue Carroll	Quarter 1	Quarter 4		

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
Through Professional Development for academic achievement: increase understanding of Reggio Emilia Approach and embed Math, Literacy and Science within long term studies, in groupings articulated for ELL's and children with IEP's.; have inservices on Common Core adaptation to pre-school; increase peer-to-peer learning and classroom visitation between teaching staff. Refine RTI utilizing progress benchmarks in Teaching Strategies GOLD.	Research has shown that the more empowered and greater ownership staff have in their own learning as well as children and family learning, the greater the capacity of the school. Children of this age, are capable of much more than we previously thought; consequently the role of the teacher has changed as well; to challenge and provoke their thinking. "Make most of early learning, target cash to kindergarten", Catalyst, Summer 2011.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Two, Three, then Five Reggio Emila workshops	Instruction	All	Reggio Consultants	Quarter 1	Quarter 4		
Bilingual Workshop	Instruction	English Language Learners	Bilingual Consultant	Quarter 3	Quarter 3		
Math Inservices	Instruction	All	Math Consultant	Quarter 2	Quarter 2		
Peer-to-Peer Learning, including visits to other classrooms, observations of teaching practices.	ILT/ Teacher Teams	All	Teachers, Assistants and Coaches	Quarter 1	Quarter 4		
Have time for Committees to meet, including Bilingual, Special Ed, ILT, Admin., as well as inservice on Common Core.	ILT/ Teacher Teams	All	Committee Team Leaders	Quarter 1	Quarter 4		

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
Maintain and enhance Home-School Connections; maintain and expand outreach to receiving schools.	Fifty percent (50%) of our kindergarten-bound students go to the neighborhood school. Those parents and children who visit the school and become familiar with the instruction and learning, are more ready to apply their skills. Staff collaboration between pre k and kindergarten will lead to better alignment within the transition. National Educational Goals Panel report.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Principals have reciprocal Learning Rounds in both schools.	Other	All	Area Office	Quarter 1	Quarter 4		
Lead Teacher organizes Shadow Days for students and families to visit kindergarten and parent have Orientation.	ILT/ Teacher Teams	All	Lead Teacher	Quarter 4	Quarter 4		
Have Spring and Fall Festivals, primarily centered around Literacy.	Parental Involvement	All	Lead Teacher	Quarter 1	Quarter 4		
Have Workshops on topics on Options for Knowledge, Transition/Separation, Literacy, and Behavior.	Parental Involvement	All	Head Start	Quarter 1	Quarter 4		
Outreach to Chicago Public Library, apply for library cards and get tour.	Parental Involvement	All	Lead Teacher	Quarter 3	Quarter 3		
Informal coffees for parents to gather socially/informally around the arts.	Parental Involvement	Not Applicable	School-Community Representative	Quarter 1	Quarter 4		

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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