CIWP

2012-2014 Continuous Improvement Work Plan

West Ridge Elementary School

Ravenswood-Ridge Elementary Network

6700 N Whipple St Chicago, IL 60645

ISBE ID: 150162990252965

School ID: 610542

Oracle ID: 22381

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Mission Statement

West Ridge School in collaboration with parents, teachers, and community will create and participate in a teaching and learning environment that will provide rigorous educational experiences that meet the needs of students in literacy and interdisciplinary content areas while integrating technology and character education. The curriculum will build all students' skills in inquiry, understanding, knowledge, high school, and college and career readiness to achieve success in the future.
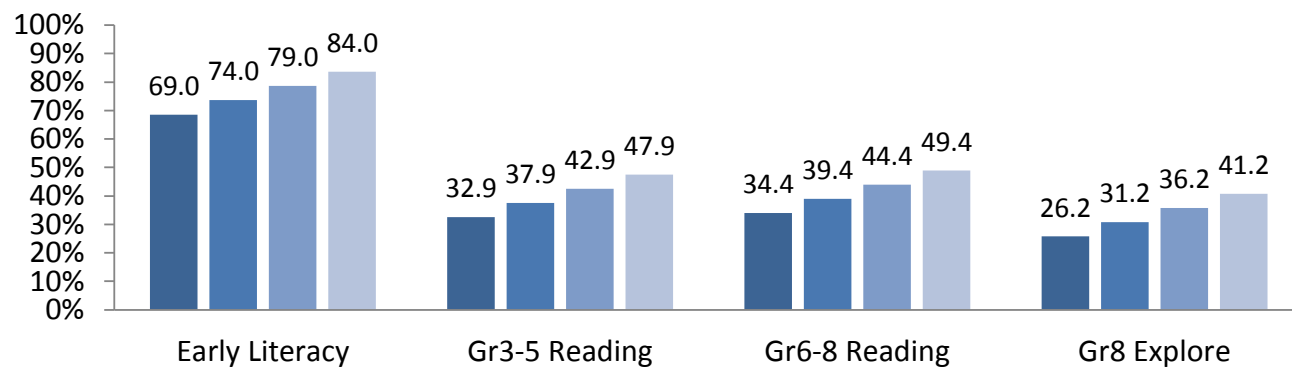
Strategic Priorities

1. Implementing writer's workshop to provide more authentic writing opportunities and increase student literacy

2. Differentiated instruction will be consistant with Common core Standards and curricular fidelity

3. Provide math intervention to students that are below benchmark target in formative assessments and create basic math skill support to develop students' foundatioanl knowledge and apply those skills in higher level applications.

4. Implementing technology, electronic text, and digital media with in the content areas to support high quality resources/information. Developing technology skills for teahcers, students and parents. Providing instructional skills in the "Office Suite" and other software programs for students to incorporate in the content areas.

5. Provide parents with support that addresses a deeper understanding of child development including academic and social growth.
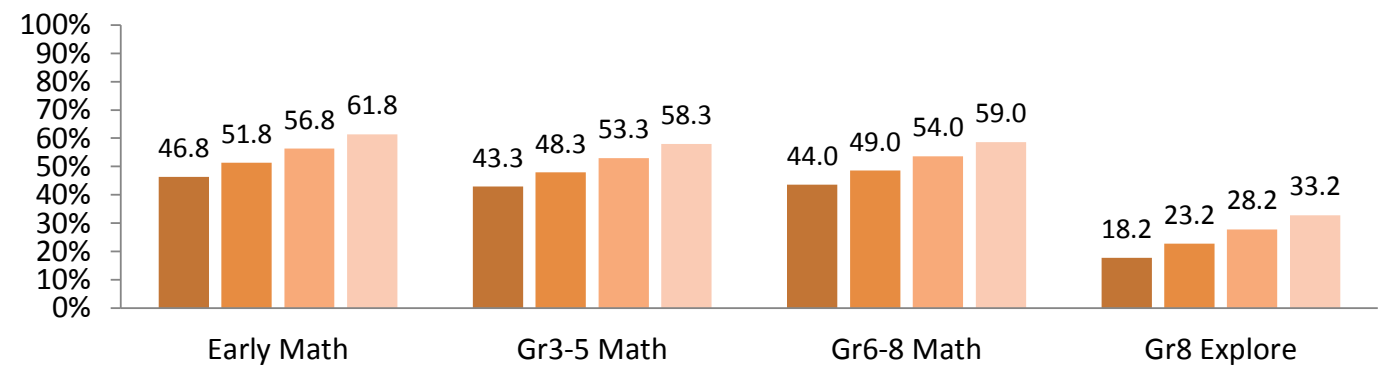
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	69.0	74.0	79.0	84.0
Gr3-5 Reading	32.9	37.9	42.9	47.9
Gr6-8 Reading	34.4	39.4	44.4	49.4
Gr8 Explore	26.2	31.2	36.2	41.2

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	46.8	51.8	56.8	61.8
Gr3-5 Math	43.3	48.3	53.3	58.3
Gr6-8 Math	44.0	49.0	54.0	59.0
Gr8 Explore	18.2	23.2	28.2	33.2

Continuous Improvement Work Plan
2012 - 2014

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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:	West Ridge 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
Antigoni Lambrinides-Sofios	Principal
Natasha Buckner-Pena	Assistant Principal
Naseeb Khatoon	Classroom Teacher
Sarah Tschaen	Classroom Teacher
Jennifer Catron	Classroom Teacher
Dania Tome-Ortega	ELL Teacher
Mark Kelley	Special Education Faculty
Celine Hickey	Parent/ Guardian
Sanela Cikmirovic	Parent/ Guardian
Rashid Smith	Classroom Teacher
Ramy Philippose	Classroom Teacher
Evelyn Calvillo	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	69.0	74.0	79.0	84.0		**Early Math** % of students at Benchmark on mClass	46.8	51.8	56.8	61.8

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.9	37.9	42.9	47.9		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	43.3	48.3	53.3	58.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.3	54.3	58.3	63.3		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.9	65.9	70.9	75.9

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.4	39.4	44.4	49.4		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.0	49.0	54.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.2	48.2	53.2	58.2		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.7	53.7	58.7	63.7

8th Grade										
Explore - Reading % of students at college readiness benchmark	26.2	31.2	36.2	41.2		**Explore - Math** % of students at college readiness benchmark	18.2	23.2	28.2	33.2

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	94.9	95.0	96.0	97.0	**Misconducts** Rate of Misconducts (any) per 100	6.8	5.8	4.8	3.8

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	63.2	68.2	73.2	78.2	**ISAT - Reading** % of students exceeding state standards	13.0	18.0	23.0	28.0
ISAT - Mathematics % of students meeting or exceeding state standards	72.0	77.0	82.0	87.0	**ISAT - Mathematics** % of students exceeding state standards	16.9	21.9	26.9	31.9
ISAT - Science % of students meeting or exceeding state standards	72.2	77.2	82.2	87.2	**ISAT - Science** % of students exceeding state standards	9.0	14.0	19.0	24.0

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
	Goals and theory of action	--->		**3**
DIMENSION 1: Leadership	• 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.	West Ridge analyzes and reflects upon multiple sources of student work/assessments (mClass ,Dibels, Scantron, ISAT, ACCESS, teacher created), as well as teacher instruction and the use of best practices, in order to target student growth in each sub group and in order to group students for instruction and intervention. Teachers meet weekly by grade level, and also by department so that data, student work, best practices, and standards can be discussed and reflected upon. West Ridge is participating in professional development to deepen understanding of the Common Core Standards (CCS) and develop units and assessments that align with the CCS. Professional development opportunities	
	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.	Professional development opportunities have been put in place by the principal. This allows teachers to grow within their own professional practices, as well as develop as leaders within the school. Leadership opportunities are available to staff members willing to share their expertise in relevant subject areas and lead learning groups. All staff meetings are documented. Teacher leaders provide work sessions for collaboration and skill development within PLCs. Principal leads weekly grade level meetings with teachers to collaborate on strategies to address the school's POP. Principal also encourages family and community involvement through International Night, Family Science Night, and support of the BAC/PAC. In addition, all school notices are translated into 4 languages before being sent home. Through AVID and College/Career Day, West Ridge supports the culture of promoting college and career selection for students.	

Date Stamp November 22, 2012

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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 are invested in the success of West Ridge Elementary and teacher leadership is supported. Teachers are encouraged to provide professional development to colleagues based on subject area expertise or for sharing new learning from outside professional development opportunities. Teachers meet during grade level meetings, grade band meetings, and PLCs. All meetings work towards addressing the school's POP, improving teaching practices, and individual student needs. Leadership meetings are open to all staff members where all ideas are welcome and heard. The ILT is made up of teachers who represent all grade levels and departments.	

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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	West Ridge's instructional leadership team (ILT) is open to all staff members who are interested in investing time and effort towards improving the progress of the school. The ILT is made up of teachers from all grades, subject areas, and specializations. Meetings are also open to all in order to provide everyone an opportunity to voice concerns and share ideas. The school staff shares responsibility and participates in decision making that promotes the school's vision. Information from the ILT meetings are taken back to grade levels and shared with staff members. The ILT meets bi-weekly in order to address program needs, strengthen school programs, analyze data and reflect on teaching, and address the school's POP.	
Monitoring and adjusting	-->		**3**
• 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.	West Ridge staff is committed to using data to drive instruction. As students complete assessments such as Dibels, Scantron, mClass, Explore and ISAT, the teachers, grade bands, and the ITL begin to analyze and reflect in order to adjust curriculum and strategies to better meet student needs. Data is then used to create instructional groups and interventions. Data is also used to guide teacher professional development needs. West Ridge holds weekly grade level meetings to discuss the POP and student achievement. Data is discussed at the meetings in order to drive future instruction.	

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		**3**
• 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.	**All grade levels and content area teachers have been using curriculm maps aligned to the Illinois Standards with integration of the Common Core Standards and WIDA Standards guiding classroom instruction throughout the school year. Text books used for instruction include Hartcourt Storytown for reading in grades K-5, which supports the implementaion of the Common Core standards. Teachers in intermediate grades supplement reading with nonfiction texts, novel studies and Expert 21 (Scholastic). Writing instruction uses the Writer's Workshop model with guidance from the Units of Study from Lucy Calkins. For Math, the instructional materials used are Everyday Math (K-5) and Connected Math (6-8). Teachers are using the CMSI pacing guides for Math. Teachers maintain fidelity to their curriculums. Teacher teams are working on developing instructional plans for the 2012-2013 school year with the Common Core Standards as**	
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).	In the box above, universal core instruction materials are defined. In addition, teachers were given $500 each to add to classroom libraries. We also have a limited collection of guided reading texts to support balanced literacy instruction. **Students with disabilities as well as second lanaguage learners are provided instruction using a variety of materials including: Hartcourt-Storytown (strategic intervention kit and, ELL support kit) for reading. Other instructional materials for ELLs include Newcomer support workbooks which focus on practice with basic classroom**	

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.

DIMENSION 2: Core Instruction

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Teachers have access to all the comprehensive assessment data immediately after the assesment is given. Assessments include but are not limited to DIBELS, Scantron/ISAT/mclass, and rubrics for Writer's Workshop. Various teachers use other informal measures of assessment such as running records and performance assessments. The ILT, grade levels, and grade bands analyze test results, and use the information to adjust instruction and student groupings. Grade levels are accountable for monitoring students achievements and growth in between testing periods. Assessment modifications and accommodations are in place for SPED and ELL students including, but not limited to, modified test length, extended time, use of anchor charts. ACCESS Literacy scores are used to guide instruction.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers state the standards and objectives of the lessons and post objectives in a visible are, as well as explain the relevance of the content being taught. Teachers use a variety of questioning techniques guided by Bloom's Taxonomy. Questioning techniques are scaffolded to meet the needs of students. While maintaining fidelity to the curriculum, teacher blend in best practices to advance the learning of the students. Teachers use formative and summative data to guide classroom instruction and monitor student learning/progress. Teacher lesson plans include modifications for ELL and SPED students. Teachers are working on developing curriculum maps and unit plans based on the Common Core Standards for the 2012-2013 school year that promote college and career readiness.	

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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.	Teachers used data to determine which students are not responding to universal instruction and who are in need of interventions. Teachers who feel a student is in need of SPED referral put 8-10 weeks of interventions in place and gather data on student performance and progress prior to beginning the referral process. Teachers address the needs of students through guided reading and small group instruction. Accomodations and modifications are made for students who are in need of them. Interventions are provided through push in and pull out for both ELL and SPED students. ELL and SPED students receive accomodations and modifications are directed by WIDA Standards and individual IEPs. Other saftey nets in place are before/after school turoring and differentiated instruction.	
Whole staff professional development		--->	**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Teachers serve as leaders and provide professional development based on areas of expertise. Teacher share information obtained during outside professional development during in house professional development. Professional development is timely and relevant, focused on improving the school's POP. Teachers work collaboratively in small groups for book studies and PLCs as a method of professional development. Teachers observe each other and veteran teachers help mentor and develop teachers new to the profession. In-house rounds and observations are used to help teachers develop better instructional and relective practices. Teachers participate in outside professional development based on	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		2
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet in different groups in order to monitor the progress of students and analyze student work. Grade levels and grade bands work together to create unit plans and also scaffold instruction across grade levels, including participation from ELL and SPED staff. Teachers participate in Professional Learning Communities within the building focusing on the Lucy Calkins Units of Study and Inquiry Circles.	
	Instructional coaching	-->		2
	• 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.	Teachers new to the profession are mentored by veteran teachers on staff. Teachers are encouraged to participate in district wide professional development listed on CPSUniversity to receive training on district wide management portals, such as Gradebook. Teachers are engaged in peer coaching and classroom visitations. First year teachers were provided a mentor from the district. The principal provides feedback to teacher following observations and classroom visitations, as well as a pre-conference to establish expectations for observations.	

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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	In order to promote high expectations and college readiness, the school has put the following items/activities in place: middle grade students participate in the AVID program.The school has created a college walk where banners from many colleges are displayed to remind students that finishing college is the goal they should be working towards. The school hosts an annual Career Day and allows students in grades 6-8 the opportunity to hear from current professionals in various fields about their job and ask questions.	
	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.	Teachers and staff act as advocates for their students. The school counselor acts as a primary advocate for all students. Everyone participates in parent/teacher conferences and report-card pick-up. All students are educated within a Least Restrictive Environment. School holds annual multicultural night, to help increase student awareness. Teachers offer afterschool help for students in need, especially if there is a language barrier.	
	Behavior& Safety	-->		**4**
	• 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.	In order to ensure the safety of all students and staff in the building, specific protocols are in place for visiting guests, beginning with checking in with the office and obtaining a visitor's pass. Teachers keep classroom doors locked. In the beginning of the year, all students are given the CPS Code of Conduct and expectations for student behavior, as well as consequences are established in every classroom. All misconduct forms are filled out using code of conduct codes and are given to the AP for further investigation. Staff is prepared for emergency situations as well and	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**4**
	• 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.	At the beginning of school, each classroom sends out a welcome letter containing specific classroom and grade level information, as well as a welcome letter from the principal. Open House takes place in the first month of school as well. Parents are welcome to meet with teachers and discuss grade level curriculum and upcoming learning. The principal begins open house with a general welcome to parents and families, providing pertinent information, such as explain standard procedures. To continue communication, the school administration maintains a website that can be translated. Each teacher has a link on the website to post announcements , monthly letters, and daily homework. Benchmark grade level teachers explain promotion criteria to parents at the Novemeber report card pick up. All school communications are translated into 4	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Working together teachers and parents will help our students succeed. To ensure this collaboration, teachers will keep updated web pages, featuring homework assignments and furture topics. Teachers will also send weekly letters/phone calls, emails and friday folders. These measures will help facilitate an open line of communicaiton between both parents and teachers in regards to both students' academic and behavioral growth.	
	Bonding	--->		**4**
	• 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.	To keep communications ongoing, each teacher has a link on the school website where various resources can be posted and attachments can be uploaded. Through the website, parents can also email teachers. Some teachers also communicate via memos and newsletters. Teachers telephone home when issues arise that need discussion, such as attendance or student progress. Extra curricular events such as International Night, Family Science Night, Movie Night, and Winter Wonderland are hosted to encourage parent participation with the school. The school also holds 3 assemblies a year that parents are encouraged to attend.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• 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.	School provides outreach through translated flyers, teachers for the homebound, contact with refugee agencies, before and after school tutoring, conferences and phone calls.	
College & Career Exploration and election	-->		**4**
• 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.	The school provides early and ongoing exposure to college and carrer readiness opportunities by implementing the AVID program in the middle grades, and by hosting Career Days so that students can gain exposure to professionals in specific fields and work they might be interested in. 8th graders also participate in "Field Trips'	
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 school provides multiple text sources, guest speakers and technology to help students access information and higher level opportunities. Many grades are using the Common Core Standards to advance the quality of instruction. Higher level questioning is being used at all grade levels to encourage a higher level of thinking. The counselor assist students with selective high school applications as well as provide them with the necesary information.	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	Students in pre-K and K have exposure to classrooms prior to the first day of school. This allows students to become comfortable with the classroom and teacher, minimizing the transition into the class day. West Ridge offers many different activities for students	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	--->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students are exposed to a varitey of options for their continuing education . There is a high school fair to enlighten students on their prospective choices in high schools. Through career day students are able to have question/ answer sessions with various professionals.	
	College & Career Admissions and Affordability	--->		**2**
	• 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.	Middle School students are introduced to colleges and universities. Teachers discuss admission procedures on a quarterly basis to expose students to admissions process.	
	Transitions	--->		**4**
	• 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.	**West Ridge teachers plan for successful transitions of students across grade levels, early in the spring. General eduaction, special education, ESL teachers and the counselor meet at different times and exchange information about effective instructional strategies, needed modifications, adaptions and positive behavior support stratgies for specific students. Additional collaboration time include the "sending" and "receiving" teachers meeting to discuss other relevant information of students with special circumstances. Students entering Kindergarten for the first time have a special**	

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.	After teachers and administrators review student data, assistance is provided to target students to ensure academic acheievement. Professional development and parent workshops are offered to assist with differentiated instruction, academic remediation and enrichment. Resources and supplemental materials are available for teachers, students and parents. Access to online programs focusing on core subjects are available to students.	
	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.	Hiring priorities are identified according to student needs. Teachers/employees (HQT) are invited to be interviewed and are hired accoriding to criteria. Employee capacity is addressed with professional develepment instruction in core subject area.	
	Use of Time	-->		**4**
	• 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 school designs the master schedule based on needs of students and schoolwide growth. Students grade levels and needs are factored into the master schedule. School schedule allows collaboration among teachers and intervention with students. Each enrichment teacher will have intervention time with a group of students.	

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

West Ridge School in collaboration with parents, teachers, and community will create and participate in a teaching and learning environment that will provide rigorous educational experiences that meet the needs of students in literacy and interdisciplinary content areas while integrating technology and character education. The curriculum will build all students' skills in inquiry, understanding, knowledge, high school, and college and career readiness to achieve success in the future.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Implementing writer's workshop to provide more authentic writing opportunities and increase student literacy	We scored lower on our ISAT reading scores. By implemating the writer's workshop all students will have scaffolded literacy learning opportunities to build better readers, writers and thinkers.
2	Differentiated instruction will be consistant with Common core Standards and curricular fidelity	We need to increase the rigor in the curriculum since only 13% of our students currently exceed state ISAT standards target.
3	Provide math intervention to students that are below benchmark target in formative assessments and create basic math skill support to develop students' foundatioanl knowledge and apply those skills in higher level applications.	We have a need to implement an intervention program in math as we have 72% meeting/exceeding ISAT math targets. To ensure student growth in math we will improve our intervention methods.
4	Implementing technology, electronic text, and digital media with in the content areas to support high quality resources/information. Developing technology skills for teahcers, students and parents. Providing instructional skills in the "Office Suite" and other software programs for students to incorporate in the content areas.	To improve student inquiry skills and Common Core aligned instruction with authentic texts, materials, and resources since 72% of the students have met the Science benchmark on the ISAT. For College Readiness, students must know how to use digital media, technology hardware and software to prepare for future proficiency.
5	Provide parents with support that addresses a deeper understanding of child development including academic and social growth.	Parents have expressed the the need to acquire knowledge about their child's growth

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
Implementing writer's workshop to provide more authentic writing opportunities and increase student literacy	We scored lower on our ISAT reading scores. By implemating the writer's workshop all students will have scaffolded literacy learning opportunities to build better readers, writers and thinkers.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Lucy Calkin's Writer's Workshop with school wide fidelity of the program	ILT/ Teacher Teams	All	teachers and administration	Summer 2012	Year 2		
Instruction in the content areas will include authentic student writing opportunities	Instruction	All	teachers	Quarter 1	Quarter 4		
Conduct teacher observations in all grades during at least one writers'workshop activity	ILT/ Teacher Teams	All	teachers and administration	Quarter 1	Quarter 4		

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
Differentiated instruction will be consistant with Common core Standards and curricular fidelity	We need to increase the rigor in the curriculum since only 13% of our students currently exceed state ISAT standards target.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All instruction will be based on the ELA Common Core Standards	Instruction	All	teachers	Quarter 1	On-going		
All teachers will collaborate to create Common Core Standards based unit curricular mapping	ILT/ Teacher Teams	All	teachers	Summer 2012	On-going		
Professional Development will be based on Common Core Standards and curricular fidelity	ILT/ Teacher Teams	All	teachers	On-going	On-going		
Professional Development will begin to explore Math and Science Common Core Standards	ILT/ Teacher Teams	All	teachers and administration	On-going	On-going		
Invest in resources/supplemental materials as needed after Common Core Standards reflection	Instructional Materials	All	administration	On-going	On-going		
Professional Development for implementing Common Core will be aligned and delievered by teacher leaders at each grade band	ILT/ Teacher Teams	All	teachers and administration	On-going	On-going		
Teachers will collaborated across schools and network to further their understanding of Common Core Standards and instruction	ILT/ Teacher Teams	All	teachers	On-going	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide math intervention to students that are below benchmark target in formative assessments and create basic math skill support to develop students' foundatioanl knowledge and apply those skills in higher level applications.	We have a need to implement an intervention program in math as we have 72% meeting/exceeding ISAT math targets. To ensure student growth in math we will improve our intervention methods.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Intervention and enrichment programs will be provided to targeted students	After School/ Extended Day	Other student group	teachers and administration	Quarter 1	Quarter 4		
Parent workshops will be provided to assist with student support at home	LSC/ PAC/ PTA	Not Applicable	administration	Quarter 1	Quarter 4		
Ensure instruction includes all componants of the math curriculum	Other	All	teachers	Quarter 1	On-going		
All math instruction will include real life application of skills	Instruction	All	teachers	Quarter 1	Quarter 4		

Strategic Priority 3

CIWP

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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
Implementing technology, electronic text, and digital media with in the content areas to support high quality resources/information. Developing technology skills for teahcers, students and parents. Providing instructional skills in the "Office Suite" and other software programs for students to incorporate in the content areas.	To improve student inquiry skills and Common Core aligned instruction with authentic texts, materials, and resources since 72% of the students have met the Science benchmark on the ISAT. For College Readiness, students must know how to use digital media, technology hardware and software to prepare for future proficiency.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Audit of technology hardware and distribution of hardware to classrooms	Equipment/ Technology	Not Applicable	staff	Quarter 1	Quarter 1		
Ensuring appropriate classroom hardware has internet capability	Equipment/ Technology	Not Applicable	staff	Quarter 1	Quarter 1		
Instruction in the content areas include digital media/technology and electronic text to ensure differentiated instruction	Instruction	All	teachers	Quarter 1	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
Provide parents with support that addresses a deeper understanding of child development including academic and social growth.	Parents have expressed the the need to acquire knowledge about their child's growth

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parent workshops to deepent the understanding of child development, academic and social growth	LSC/ PAC/ PTA	All	administration	Quarter 1	Quarter 4		
Provide take home materials to parents appropriate to their child's needs	Parental Involvement	All	teachers	Quarter 1	Quarter 4		
Establish comunication withparents about events, workships and activities	Parental Involvement	All	teachers and administration	Summer 2012	On-going		